

AUT wants evidence made public

by Ngao Crequer

The Association of University Teachers has proposed that all written evidence to the Swinerton-Dyer committee on London University be made public.

It also wants to know on what financial basis the committee of inquiry can be substantiated. The committee has told all schools it wants to make "large financial savings" and has issued detailed questionnaires which ask which subjects they would be willing to shed, which areas will be difficult to attract good quality students, and whether departments could be merged with other schools.

Some schools have been critical of the way the questionnaire has been formulated and will merely respond in a general way to the theme of the questions.

Professor Ralf Dahrendorf, director of the London School of Economics, said this week that his response to the committee would be "to put our own house in order. I will tell them that. I will send them a letter telling them what is in our press release." This indicates the new courses and financial cut-backs embarked on by the school to solve the problems raised by the cuts and the overseas students policy.

Sir Richard Way, principal of Kings College, said he interpreted the questionnaire as background and intended to give a general reply, with comments on unusual departments.

"There are some questions like, 'which subjects are vital to your academic well-being and distinction?' which are impossible to answer," he said.

At the Institute of Education a working party has been set up to respond to the general line of questioning using the questionnaire as a guide.

The questionnaire asks whether on present financial trends schools can afford to teach all the subjects they now teach. Are there any which, though desirable on academic grounds, should be curtailed because of their high proportionate cost?

Could the number of departments be reduced by inter-school amalgamation? Is any research being duplicated in another school? Would there be academic merit or savings in unification?

It suggests are heavily over-subscribed, is the quality of applications inferior? The schools have also been asked to say whether any of the university's central services could if necessary be wound up.

Lecturers' pay: both sides 'confident'

by Peter David

Employers and union leaders met in London yesterday in new talks to resolve the polytechnic and college lecturers' pay dispute. Last week's meeting of the Burnham further education committee broke up after the employers' side refused to make an offer for 1980-81 because of the impasse reached in negotiations with schoolteachers.

Before yesterday's meeting both sides said they were confident that progress could be made. Both sides agreed to meet again on the implementation of the Clegg recommendations and on the 1980-81 pay claim. Following a 13 per cent offer to schoolteachers at the end of last week, the way was now clear for an offer to be made to lecturers.

The negotiators were also optimistic about the Clegg recommendations. They hoped it would be possible to reach a provisional agreement on the Clegg pay scales and on a small increase in the proportion of lecturer 2s.

Huddersfield offers an olive branch to new Labour council

by Paul Flather

The governors of Huddersfield Polytechnic have invited Kirkstall Council to make a joint approach to the Department of Education and Science to appoint a person of high standing to arbitrate and mediate in the dispute between the college and the local authority.

The invitation comes just a week before Kirkstall councillors meet to appoint a completely new set of representatives to sit on the polytechnic board of governors.

The council is now controlled by Labour following last week's municipal election results. Labour has always remained the keener of the three major parties to press home changes in the way the financial affairs of the polytechnic are run.

Reforming were demanded by the council after the publication last January of an audit report which revealed the polytechnic staff of maladministration and a lack of accountability. The findings of the report have been challenged by the

governors. Councillor John Mernagh, who is set to become the new chairman of the council education committee, said the local authority was now anxious to resolve the matter domestically rather than nationally.

We very much regret that this has developed on so long. We hope the new governing body which is appointed will act as a broom and sweep clean the problem. He said the local authority was still waiting for answers to 40 detailed questions put to the polytechnic director on the affairs of the college.

Both sides have now appealed separately for DES intervention, but it is unlikely that the new council will now want to back a joint appeal suggested by the present governors.

Although DES officials have been closely watching developments in Huddersfield it is not clear how the department could intervene if it wanted to. There is no precedent

for such a step and no clear legal procedure for it to over-ride articles of government which give control to the governing body.

Meanwhile informal meetings between council officers and polytechnic officers aimed at producing a jointly agreed report, have now been adjourned until the new governing body is selected.

The present chairman of the governors, Mrs Jane Carter, who has always strongly backed the polytechnic is one member who might be replaced on the new body. Last week she had a brief meeting with Dr Rhodes Byson, Under-Secretary of State for Higher Education.

In a statement this week she said that only someone appointed by the DES would be able to act independently to resolve the dispute. Any report produced on the experiences of Huddersfield and the "system" caused by a convoluted system of financing and controlling polytechnics "would have national significance", she said.

Firms report trade boost from overseas students

New evidence is emerging from British companies abroad showing the benefit to the nation's trade from taking in overseas students.

A number of large firms are contributing to a study being carried out by Professor Mark Blaug at the University of London Institute of Education. Initial replies from foreign subsidiaries in a wide range of countries supports the argument, often discounted by ministers, that overseas students bring trade benefits later in their careers.

Most striking are the results obtained by Imperial Chemical Industries from six of its subsidiaries in Asia and Africa. Senior managers in all six wrote to Dr Kenneth Everard, ICI's education and training, testifying to the favourable attitudes of counterparts educated in Britain.

The countries concerned—Indonesia, Japan, Malaysia, Singapore, Pakistan and Nigeria—include two of the largest providers of overseas students. Nigeria, with more than 6,000 students in Britain in 1977, is one of the examples regularly cited by Dr Rhodes Byson, under-secretary of state for higher education, of a country whose attitude to Britain does not reflect the contribution made to the education of its people.

But ICI's chief executive there, a businessman with 36 years' experi-

ence of overseas trade, wrote that "other things being equal, and sometimes when they are not, former students tend to favour Britain". His counterpart in Japan noted a similar attitude there since those educated in Britain consider they have a debt to repay.

Dr Everard said it was difficult to quantify the benefits but the managers all agreed that there were real trade advantages flowing from former students. "I think it is virtually impossible to show an unmistakable cause and effect relationship because the decision-making process is usually so complex," he said.

"We are reduced to an informed assessment of the situation. It shows, as we suspected, that the Government is suspecting a steamer to crack nut in raising the fees as they have."

Mr Michael Bury, director of education, training and technology at the Confederation of British Industry, said there was no doubt that there was a close link between trade and industrial training of overseas students. It was more difficult to take several months and is now at an early stage. It is one of a number of projects commissioned by the Overseas Students' Trust with the aim of providing reliable information on which to base future policy decisions.

'Excess payment' plan urged



Mr Rickett "imaginative short-term solutions".

The Government is being urged to consider special excess payments as one way of encouraging trainee teachers to opt for subjects of particular shortage such as physics, chemistry or craft and design.

Dr Raymond Rickett, the director of Middlesex Polytechnic and chairman of the Committee of Directors of Polytechnics, said this week that really imaginative solutions were needed to combat the serious shortage of teachers in some subject areas.

He said he was disappointed that the Clegg Commission had not formally recommended differential rates of grants and pay for trainee teachers opting for certain crucial science subjects. Market-place laws were needed in the short-term.

Students training for teacher education had fallen dramatically this year by about 30 per cent from 9,000 in 1976 to 6,000. But while 20 per cent were training in physical education or movement studies, just 22 were learning to teach physics and chemistry.

Dr Rickett said: "What these figures show is that in three or four years' time we will have just 22 teachers a year from postgraduates to meet all the requirements."

"It is all very well looking for solutions along the Plimston model in the long-term, but we need really imaginative 'short-term' solutions to deal with excess payments or differential grants."

He urged senior administrators to give the problem top priority. In-service training for higher national certificate scholars was another step suggested by Dr Rickett.

"This is the most serious problem in the immediate education horizon. You just cannot keep on the pressing on the pump and while the docks run dry of what they really need," he said.

Technical training 'neglected'

by Charlotte Barry

Misuse of resources has led to neglect of technical education and a coordinated programme of training should be set up immediately, according to Mr Jack Fuller, principal of Waltham Forest College, Essex.

Writing in the spring bulletin of the National Council for Educational Standards Approaches to the 80s, Mr Fuller attacks the universities.

"The autonomy of universities has enabled them to develop in freedom, that reflect the one of their most forceful leadership, with little (if any) thought to the employment prospects of their students," he writes.

"Fine, a degree for its own sake, but in a near blanketing of the education to be allowed to mount courses without thought to employment and society's needs."

Mr Fuller also criticises universities and local education authorities of being shy of creating redundancy and rationalising courses. Resources can be allocated instead towards technical training.

"Some teaching staff in universities and polytechnics do little or no teaching at all and have time to take on a second job, consultancy or disappear abroad for weeks. Much could be saved if everyone had to do a full day's work," he claims.

Mr Fuller recommends the setting up of a coordinated programme of training, integrating the resources of I.C.E.s, the Manpower Services Commission and the Industrial Training Board, with investment in modern techniques. "More training, more recognition of the nation's needs and more respect for the artisan is essential—now," he says.

Polys

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problems with the Department of Education and Science, which is accused of being over-strict in its attitude to the new society of higher education. "It is extremely dangerous that senior officials of the DES should come before the Select Committee before the mention of non-polytechnic institutions," said Mr Merritt.

Nothing had been done by the DES since the colleges' designation in the 1972 White Paper. This was in the Institute's disadvantage and the institutions bore the brunt of the grudge they bore, he said.

At Merritt also criticised local authorities for meddling in the detailed running of institutions. "There has been a systematic attack on the 1968 Education No 2 Bill. The idea of autonomous governing bodies has been proved in recent years and especially since the capping of the pool," he said.

The Standing Conference supported the existence of responsible and accountable governing bodies. The present system incorporated abundant waste and inefficiency, Mr Merritt said. It was about time that it was replaced by a system of technicians without a shadow of a doubt between the college and the town hall.

NEXT WEEK

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Councils demand power in polys

by Peter David

Britain's local education authorities are to ask the Government for sweeping new powers to intervene in the management of polytechnics and colleges. They are compiling evidence of a submission to Mr Carlisle, Secretary of State for Education and Science.

Their demands set out in a document approved last week by the Council of Local Education Authorities, include taking over final responsibility for setting college constitutions, which at present have to be approved by the Department of Education and Science.

The document says that a number of local education authorities have experienced polytechnic governing bodies which have conducted unsound or sanctioned excessive "luxury spending" on behalf of principals and directors. One reason is that the instruments of government approved by the DES over the past 12 years have been too prescriptive and have ceded too much independence to the institutions.

"CLEA believes that the strict letter of the articles of government of many colleges seriously impedes the effective management of higher education institutions and, because authorities at times feel the need to act in breach of those terms, they act as points of conflict with teachers and others with whom members and officers of local education authorities need and wish to act in harmony," the document says.

The document says that local authorities do not want to take over the detailed daily running of institutions. But it lists four areas where local authorities, as the responsible

lected bodies, should have substantial "reserve powers" to intervene in polytechnic and college affairs. They include:

- Power to change college budgets in the middle of year and not just during the annual budget approval;
- Power to intervene directly in the approval of courses to supplement an existing right to determine the "general educational character" of institutions;
- Power to act as the undisputed legal employer of all polytechnic staff, with responsibility for redundancy, redeployment, discipline and health and safety;
- Power to intervene in detailed financial administration in cases of "dubious financial management".

The council is to seek a meeting with Mr Carlisle to press its case.

The Association of University Teachers is increasingly likely to withdraw from Clegg both its 1980 pay claim and the balance of the 1979 settlement, which is payable in October. The outstanding issues would then be settled in traditional negotiations.

At its council in Liverpool last weekend the AUT authorised its negotiators to withdraw from Clegg if necessary, and pursue a payment in October of at least the same figure (17 to 22 per cent) as that awarded by Clegg to the non-university sector.

A major reason for the AUT's disenchantment with Clegg is a recent announcement that it would take up to 18 months to produce a thorough report on university lecturers' pay. The union is also perturbed by the chapter of errors and counter-claims arising from the commission's report on pay for public sector lecturers and school teachers.

Leaders of the National Association of Teachers in Further and Higher Education are convinced that the original Clegg mistake, which resulted in recommending a 10 per cent too much for teachers is cancelled out by another one, detected by the Independent Data Services, an independent data services organisation. Income Data Services.

In a letter to Mrs Thatcher, Professor Clegg said the first error had arisen because he had failed to take into account salary increments received by graduates entering teaching but not those entering industry. NATFHE believes this is balanced by the commission's failure to notice that graduate teachers "lost" a year's pay through their extended education and training.

Professor Clegg has denied that there is a second error, but talks on pay have reached stalemate. The management panel of the Burnham committee was to meet yesterday to decide whether to stand by their offer or attempt to reclaim any of the increase erroneously recommended. The 1979 salary scales have already been ratified.

Mr Peter Dawson, NATFHE's general secretary, said: "We know the management side has said that in the 1980 negotiations it will be taking into account any Clegg error. We do not think there is any such problem and think we will be able to demonstrate there is not."

Staff belonging to the Association of Lecturers and Colleges of Education in 10 colleges of education in Scotland are to take industrial action from June 5 unless they receive a better pay offer. The association has rejected an offer of 15 per cent and is seeking at least 20.6 per cent.

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The THES

The Times Higher Education Supplement was not published last week because of the refusal of some members of the National Graphical Association to accept changes in production schedules made necessary by the TUC's day of action. We apologise to readers and advertisers. As a result the classified advertising appears in two sections. The first, which would have been published last week, starts on page 23 and the second, on page 24.

Councillors back streamlined body

by John O'Leary

Radical proposals for the formation of a single body to represent polytechnic and college heads have won the support of local authority leaders.

The Council of Local Education Authorities is to seek talks with a range of organisations in an effort to simplify the process of consultation and representation. The mechanics of the operation will be left to CLEA's new advisory body on higher education.

Possible participants in the talks would include not only the polytechnic directors and the two college principals' organisations, but also the Standing Conference of Regional Advisory Councils and the Association of Colleges in Further and Higher Education.

The new organization would have no trade union function and would be funded by the local authorities, possibly through college budgets, which would represent the interests of all directors and principals concerned with Advanced Further Education.

A recommendation to open discussions on the formation of a joint body was put to CLEA in a paper by Mr Gordon Cunningham, Education Officer of the Association of County Councils.

It came as a result of renewed requests from the Standing Conference of Directors and Principals of Colleges and Universities in Higher Education for recognition and financial support comparable to that accorded to the Committee of Directors of Polytechnics. A previous request was turned down three years ago.

With funding for the CDP secretariat approved for another year at last week's meeting, the principals' bid for financial support stood little chance of success. The secretariat will cost more than £40,000 this year and Mr Cunningham's paper pointed out that the CDP was "unique in being an employee body (at least at management level) which draws financial support indirectly from LEA budgets".

However, the establishment of a new joint body would be welcome consolation for the Standing Conference, which has argued for such a change for some time. The idea has been resisted by the CDP which has preferred only to hold occasional talks on specific issues. Mr Cunningham's paper recognized that the directors would wish to preserve their identity either outside or within any new group.

The joint body would also subsume some of the functions of the Association of Principals of Colleges, which would maintain its trade union role manifested in its representation on the Burnham Further Education Committee. CLEA was also recommended to consider a structure which allowed for the continuation of financial support for the CDP.

Further talks on the issue of representation have taken place last week between officers of the Standing Conference and the senior civil servants at the Department of Education and Science. Mr Neil Mercer, chairman of the Standing Conference, said he had been encouraged by progress made at the meeting and that contact would continue next month.

Guidelines on training courses for unemployed 'unacceptable' by Charlotte Barry

Proposed new guidelines for pre-employment training opportunities for people at the bottom of the unemployment pile are totally unacceptable in their present form, according to the National Association of Teachers in Further and Higher Education.

NATFHE, along with the Association of Adult and Continuing Education, is seeking a delay in publication of the guidelines and a meeting with the Training Services Division of the Manpower Services Commission.

The guidelines, which are for the MSC's regional staff, have taken two years to prepare. A draft, which has been drawn up from a 1979 report on pre-TOPS courses compiled by a joint working group of the former training service agency and the Adult Literacy and Resources Agency, has been sent to interested agencies for comment.

The TOPS courses are aimed at unemployed people aged 16 to 19 whose standards of basic communication, numeracy and literacy skills prevent them from obtaining or keeping a job or qualifying for vocational employment. They are provided full-time in further education colleges and are funded by the TSD.

Although welcoming the guidelines for recognizing the importance of including numeracy, social and considering staff/student ratios, NATFHE says that they will not be acceptable to the education service for a number of reasons.

The least educated people in the community who are likely to have the most serious long-term unemployment problems will be excluded because the guidelines limit the average length of courses to 13-18 weeks, with 26 weeks the maximum.

The union also objects strongly to what it describes as the "totally prescribed method" of course administration and control and criticises the guidelines for failing to deal adequately with the needs of those learning English as a second language.

A cut in the number of places on pre-TOPS courses in the Manchester area from 220 to 90 and a reduction in course length from 36 weeks to 12 is causing widespread concern, according to the Adult Literacy and Basic Skills Unit.

From September north Manchester will have no courses at all in spite of long waiting lists for places in an area already hard hit by unemployment.

"In 1979 between 2,000 and 2,500 adults were receiving help on pre-TOPS courses, and if the situation in Manchester is any indication, it is likely that this number will soon be halved," ALBSU says in its latest newsletter.

"All this at a time when about a quarter of all unemployed people have been unemployed for over a year and when a significant number of these long-term unemployed are likely to have literacy and numeracy needs," the unit adds.

Students boycott meeting in Prague

by Paul Flather

The National Union of Students is boycotting an international conference of European students unions to be held in Prague in June, but at the same time the NUS has offered to host next year's conference in London.

The reason is the NUS's refusal to recognize the official Czechoslovak students' union, the CSVU, which was set up after the purges that followed the collapse of the Dubcek regime in 1968. It will be the first time for 10 years that the NUS has not attended the conference, which represents more than 30 million students from 20 countries.

Mr Stuart Appleton, head of the NUS international section, said: "We have never recognized the existing students' union. We see it as representing all that went wrong when the Russians invaded after the 1968 Prague Spring."

But NUS representatives attended a briefing session to discuss the conference in Prague. Working with the Swiss and French students' unions, the NUS is trying to make the conference discussions more open and practical.

"We suggested that the conference should be broken up into smaller working groups to discuss practical matters and not waste time on some state of the world communiqué—and it seems the Czechs have agreed," said Mr Appleton.

In the past the conferences have looked at academic exchanges, the recognition of different degrees and diplomas, and European institutions of Higher Education. This year's conference is set to discuss détente and disarmament, the relationship between Europe and the Third World, and a European Charter of Student Rights.

Conferences are held alternatively on the Eastern bloc and in West Europe. The last conference was in Dublin in January 1979; this conference was delayed six months because of the objection of NUS, the largest national union, to CSVU.

The NUS is sending representatives to attend the Canadian national students union conference in Halifax, Nova Scotia, and a preparatory conference on world disarmament in Helsinki.

Students have been urged by the NUS executive this week to help raise funds to support British athletes who will be going to Moscow for the Olympic Games in spite of government opposition.

Mr David Aarnonovich, the NUS president-elect, said: "We are responding to an appeal from the British Olympic Federation which has lost other sources of funds. We do not believe the athletes, who include many students, should be penalised."

GMC issues statutory new rules

by Patricia Santinelli

New recommendations for organizing university medical education were issued last week by the education committee of the General Medical Council—and for the first time these proposals will have statutory force.

Under the Medical Act, 1978, the committee set up and given special powers to ensure basic standards of medical education in Britain. These highlight the extent of knowledge and skill, the standard of proficiency, and the patterns of experience that are needed for medical qualifications to be recognized.

Previous—but less stringent—guidelines have been issued by the GMC in the past and several new trends are noticeable since the last were published in 1967. In particular, the recommendations stress greater importance of teaching and instructing in general practice.

There is also more emphasis on integration of clinical and pre-clinical studies.

"The committee wishes to encourage integrated and interdisciplinary teaching throughout the undergraduate curriculum," the committee report states. "In particular, it welcomes moves to introduce clinical instruction early in medical courses."

The committee also warns that students' factual load in learning and memorising basic sciences should not interfere with the need to foster critical study of principles. Students should also learn to work independently and should be given time for private study and self-education.

"It is also recommended that he be given increasing supervised clinical responsibility during the last two years of training," the report adds.

The report also suggests that medical students could participate in research projects under supervision, prepare essays or dissertations or work on study which could lead to Honours BSc or BMed Sci degrees.

Medicine and surgery should also be introduced less as separate disciplines than as different facets of "medicine in the wider sense," the report adds.

The council's recommendation on the "indispensable method of clinical teaching" is that the committee states.

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MSC considers proposals to restructure schemes

by Patricia Santinelli

Proposals to restructure completely special programmes for the unemployed are to be discussed by Ministers and the Manpower Services Commission.

The proposals, which are for the creation of two new programmes similar to the Youth Opportunities Programme in structure, one covering the 16 to 24 age group and the second of a more temporary nature specifically for adults between 45 to 50 and over, are said to have arisen directly from concern over the massive rise in unemployment in both age groups.

Ministers are believed to be extremely worried at the sharp rise in unemployment of adults over 15, which represents the bulge working its way through. Currently this age group is swelling through the Special Temporary Employment Programme. Moreover, they are disturbed by the rise in long-term unemployment of the 45 to 50 age group and beyond.

Their thinking is that both groups would profit from offerings of the type made under YOP, which has provided a mixture of education and training to unemployed youngsters between 16 and 19.

No decision is expected until the autumn, when a review of special programmes currently being undertaken by the Commission has been completed. This will coincide with a period when the budget of the Commission and Special Programme Division for 1981 is discussed.

The new programmes could be introduced in April 1981, at the next stage in development, as effectively fulfill the wish of Ministers to put a Tory stamp on special programmes.

It is also understood that if the new programmes come into being they will have a high concentration of offerings on the lines of West Experience on Employers' Presence. This is because both Ministers and the Commission believe that school leavers now becoming unemployed are not the less able than those reasonably able to hold down a job.

Pressure group calls for plan to expand apprenticeships

An expansion of apprenticeship schemes for young people is called for in a report by the Action Society Trust this week.

The move would help ease youth unemployment and the transition from school to work says the report to Youth Unemployment and the Bridge from School to Work, funded by the Anglo-German Society.

The study concentrated on the level of youth unemployment in Western Europe and its relation to the education system.

It points out that high apprenticeship countries such as Germany have been suffering much less from the high level of unemployment.

"Therefore steps must be devised to enable Britain to make a 'sea change' in its present place among low apprenticeship countries to a new place among high ones.

With the emphasis that these apprenticeships must be restricted to traditional largely male ones such as bricklaying but must include the same wide range as, for example the 400 in Germany," it says.

The report proposes a system of youth training allowances on the lines of those currently paid to young people on the Youth Opportunities Programme and extended to cover the entire age group across the board.

"We would prefer an arrangement under which the allowance payable to all those in the 16 to 19 age group including those who have chosen to remain at school would be the same as that payable to those who have left school to work, except that those who remain at school would be exempt from the cost of introducing such a scheme with 450,000 young people staying on at school and 150,000 a week would be reduced if the allowances were paid only to those between 16 and 18, who had left school already and might eventually even represent a saving.

The report adds that a third additional solution to easing the transition from school to work, particularly for those at the lower academic range, would be to change in present school attendance requirements.

Introduction of the Certificate of Extended Education for non-academic single year sixth formers should be frozen and work should be undertaken on a comprehensive curriculum and certification scheme for the 16 to 19 age group, says the Association of Colleges for Further and Higher Education in response to the Keohane and Mansell reports on pre-employment courses at 16 plus.

History chair problem solved

Oxford University has solved the problem of filling the vacant chair of Regius professor of modern history by appointing another Oxford history professor who already receives the £14,000 a year salary attached to the chair.

Professor Michael Howard, currently Regius professor of modern history at the university, has been appointed to the vacant chair of Regius professor of modern history. The appointment was announced on September 30.

Students boycott meeting in Prague

by Paul Flather

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ILEA defends past success record

by John O'Leary

The service provided by the Inner London Education Authority gives more cause for pride than apology, says the authority's official submission to the ministerial inquiry into its future.

A detailed examination of the work of the ILEA, approved by this week's meeting of the authority's education committee, claims that its policies have been effectively planned and carried through.

It concludes: "If the matter is fairly examined, a single, unified education service for Inner London will be seen, as it has been seen, on the previous occasions when the issues have been carefully studied, as incomparably the most efficient way of dealing with the changing educational needs of the city."

The report, written by Mr Peter Newman, the ILEA education officer, defends the authority's record on standards and insists that the break-up of the ILEA would be expensive and inefficient. And it points out that the high cost of running the authority derives mainly from the policies pursued, rather than from the structure itself.

Criticising the findings of the Baker Report, which advocated the abolition of the authority, it claims that the separation of schools from colleges and polytechnics would create more problems at the new boundaries than would be solved.

Reviews of course provision within higher education were still in progress, Mr Newman's report said, while the authority's team of 120 inspectors had enabled the whole field of post-school education to be properly covered. "It is no coincidence that Birmingham and the ILEA, two large urban authorities, have been able to initiate important developmental work in micro-computing and microelectronics generally," it added.

A counter submission by the Conservative group on the ILEA supports the Baker Report's general conclusions that the authority is "in essence neither democratically nor financially accountable, that it fails to secure a high standard of education commensurate with its very high level of expenditure compared with other authorities, and that fundamental changes are needed to put these matters right."

Major changes in the assessment requirements for social work students were announced this week by the Central Council for Education and Training in Social Work.

They are likely to lead to dramatic reorganisation of some courses and greater emphasis to be given to encouraging institutions to pursue an entrepreneurial policy regarding recruitment.

The Foreign Affairs Committee, in a more ambitious set of recommendations, demands: "A substantial increase in funds for technical cooperation within the aid budget to ensure that this year's number of students is maintained."

Provision of sufficient funds for the ODA to reverse the decline in the number of students from poorer countries.

Similar arrangements to safeguard the support of students from Commonwealth countries of dependent territories where higher education institutions do not exist.

A fee waiver for technicians, craftsmen and other trainees.

The committee also wants urgent action to be taken to ensure that specialist institutions such as the London School of Hygiene and Tropical Medicine. It also called for a special study in conjunction with the EEC to establish the position of Third World countries which signed the Lomé II Convention, and talks aimed at enabling students from poor Commonwealth countries to study in the more developed member states.

Mr Kevin McNamara, the chairman, said the council was likely to be hardest hit were those most capable of raising the standard of life in developing countries. His committee's report, which was approved in its entirety by two Conservative members said there was no evidence that the overseas implications of the new fee levels were given even a cursory examination.

Dois at Oxford University have rejected a proposal from the governing council to charge overseas students £200 a year more than the Government recommended minimum of £2,000 from the start of the next academic year.

Congregation voted by 617 to 485 against the proposal in a postal vote carried out during the Easter vacation. Almost 50 per cent of the fellows and lecturers voted.

The governing body, the Hebdomadal Council, will now formally debate the instruction. A vote in congregation had also come out against the proposal but not by a sufficient majority to overturn the recommendation.

Government criticized on overseas fee levels

from page one

At the press conference to launch the two reports the chairman of both committees were scathing about the degree of cooperation they had received from Ministers and civil servants. The Education Committee even produced a separate document setting out its views on the provision of information to select committees.

Price chairman of the committee, said there was a basic conflict between Parliament and the Government on the disclosure of information, which would have to be settled. Referring to the commitment by Mr Norman St John Stevas, Leader of the House of Commons, to facilitate the business of the committees, he said: "If the information about inter-departmental consultation provided to these committees is as helpful as possible, it would be amazing."

"I know what unhelpful advice would be like."

Despite a contrary move by the Labour members, the Education Committee accepted the concept of full-cost fees as a basis for accounting, and that further changes in the method of assessing this figure should be avoided. In future, the distribution of overseas students should be calculated by level of course, subject, country of origin and not on the basis of the information published annually along with the new levels of fee and target numbers.

The University Grants Committee was also recommended to hold talks with the DES in order to produce a Note of Guidance on fee levels, with information being provided to local authorities to enable them to do likewise.

In their remaining recommendations the education committee called for clarification of the meaning of level funding, and of the interpretation of ordinary residence, distinction to be made between changes made for developmental or educational reasons and those proposed on purely financial grounds, and greater emphasis to be given to encouraging institutions to pursue an entrepreneurial policy regarding recruitment.

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Ngaio Crequer and David Jobbins report at the AUI Council in Liverpool

University teachers press for single salary scale

University teachers agreed last week to press for a single salary scale to replace the present lecturer and senior lecturer grades despite a strong plea from their executive that this would depress maximum salaries.

The council of the Association of University Teachers, held at Liverpool University, voted by 125 to 95 to go through a thorough overhaul of policy, after a lengthy and emotional debate.

The motion called for two efficiency bars, the present one and a second, the present maximum of the present maximum of the lecturer scale, to be firmly within the span covered by the maxima of civil service principals.

Progress through the bars should be based entirely on merit, the university and the AUT should define what was required to pro-

ceed and any lecturer held at a bar should be given specific reasons in writing and told how performance needed to be improved.

Dr David Thomas, who seconded the motion said the lecturers were "feudal vassals in the pay of feudal landlords". He said that often progress was not made on merit. At Bristol the university worked out how many people could go through and acted accordingly.

"We do not want a saviour's charter. It is an act of grace and favour if you are told why promotion has been refused. If we believe in pursuing excellence then let us not agree to follow a procedure fundamentally undemocratic and feudal."

The University Grants Committee has undertaken to respond by September at the latest to the AUT's

demand for an increase in the proportion of senior staff.

AUT has said speedy action is needed because 31 per cent of all dons are at the top of the lecturer scale—and the pay is increasing by 1.5 or 2 per cent a year.

There were harsh words about the resistance to professorial pay scales by the university authorities. Although the employers say professors do not want an incremental pay scale, an AUT survey indicates as many as 80 per cent do.

General Secretary Laurie Sapper said: "This is the one last remaining power of patronage by certain vice-chancellors. In some places it may be operated very fairly but in others it is at the whim of one individual, perhaps in notional consultation with the chairman of the council."

Russian report slammed

The credibility of the University Grants Committee was at stake over the way it handled the report on Russian Studies, Dr Andrew Taylor, president of the Association of University Teachers, told the council.

He described the report, which called for the closure, transfer or phasing out of Russian in 19 universities, as shoddy and disgraceful. The report, he said, did not set out any criteria by which departments had been selected for closure, and the committee had steadfastly refused to reveal its reasons.

"The UGC will not survive if they do not retain the belief of university staff in the standards of competence, and keep their word by operating openly. What is at stake here is not rationalization, but the credibility of the UGC."

He said he was aware of a vague report that unless something was done on Russian, then the Government would step in, but he said there was no evidence from the

Government that this was the case. "We are aware of only the University of Manchester, the University of Technology which, to its shame, is attempting to exploit this report."

If we can stand firm the UGC must quietly shelve this report, he said.

Ms Terry Wanless, of Strathclyde, said that any student of his who produced such shoddy work would be in danger of being expelled. "Ever since the report was published, as I uncovered more and more I became more indignant about its insulting approach."

She said the report ignored the input of Russian teaching in the areas, and the links between it and other subjects.

The council unanimously passed a motion instructing the AUT to continue to oppose the proposals, and calling on the UGC in future to consult fully with the AUT before formulating any proposals which would affect the conditions of service of members.

Books spending down by a third in three years, committee told

Spending on books in universities has gone down by a third in the last three years, the public accounts committee was told in the House of Commons.

The secretary of the University Grants Committee, Mr Geoffrey Cockrill, told the all-party committee of backbench MPs that although successive governments had done their best to safeguard equipment grants, cuts in the universities have meant a fall on books, laboratory materials and general maintenance.

In reply to a question put by the committee's chairman, Sir Joel Barnett, Mr Cockrill denied that the reduced spending on books implied that too much had been spent previously. He added that the one third cut in book buying had not apparently had any damaging effects.

The permanent secretary at the Department of Education and Science, Sir James Hamilton, told the committee that the universities had suffered a drop in income of 5 per cent since 1977-78 due to changes in Government policy.

It is not easy for universities to deal with this, and this is one reason that we have allowed them to accumulate a certain amount of reserves to cushion them against reductions like these, he said.

Posner criticized for 'abstruse' SSRC research

Sharp criticism of the "abstruse" nature of some of the research funded by the Social Science Research Council was levelled at its chairman Mr Michael Posner when he appeared before the public accounts committee.

Pinpointing a £9,469 grant awarded to a British anthropologist to study the changes in the kinship system and the allocation of sex roles in a modern Polish village, the committee chairman, Sir Joel Barnett, asked how this sort of "abstruse" research was relevant to the national needs of the United Kingdom.

The MP for Horsham, Mr Peter Horden, also said he found it difficult to understand how

research into subjects such as the social organization of long-distance traders in Libya (Kent University), or a study of the history of Boston Massachusetts between 1865 and 1915 (Hull University) could have practical application in the national interest.

Mr Horden also objected to the language used in the description of the Glasgow University research into the drinking patterns of young people, which he claimed was a not a study of a "spoof" subject invented by an undergraduate.

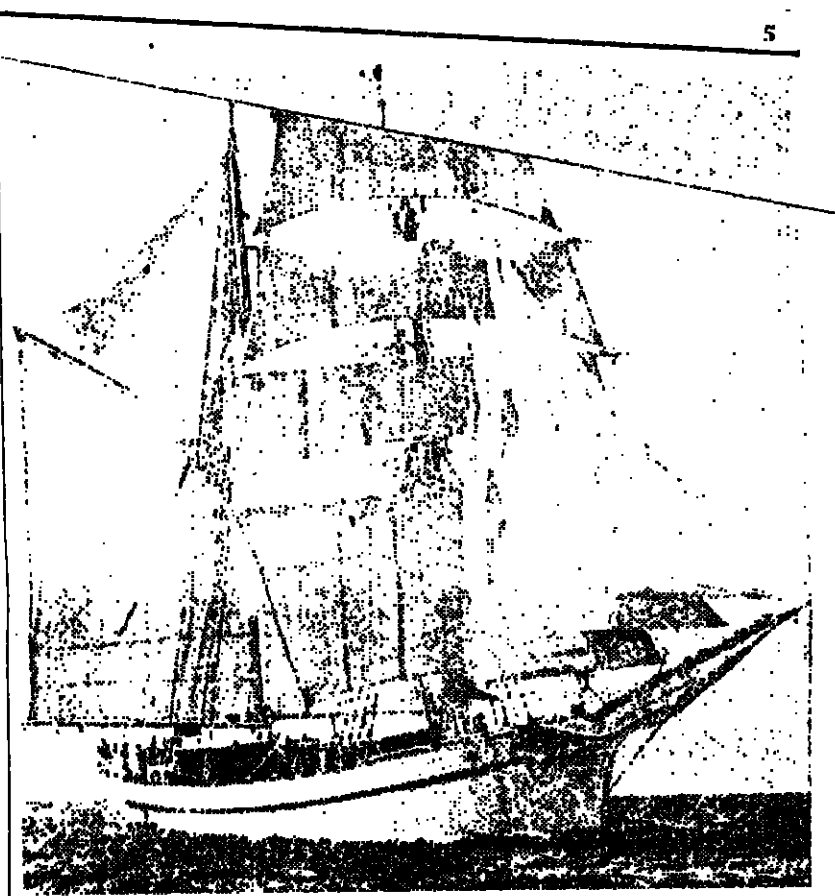
Replying to these criticisms, SSRC chairman Mr Michael Posner said that he considered the council served the national need adequately as half the research it supported

was carried out for Government departments, and they hoped to attract more.

He added that only 2 per cent of the total research funds go to projects in social anthropology, and this sort of work should be seen within the general picture.

"We give a small modest amount to social anthropological work in foreign countries," he told the committee. "The Polish example is a small eccentric example of that sort of thing."

"It would be wrong for us to spend a large amount of our funds on this sort of thing but we do believe that some work in this field deserves a thin modicum of support."



Nearly 200 young people from all over the world will crew the brigantine 'Eye of the Wind' (above) in a two-year circumnavigation of the globe to commemorate Drake's voyage 400 years ago. Dr Ian Swingland, a lecturer in animal ecology at the University of Kent, will direct the project's scientific programme when the ship arrives in the Seychelles in June. He hopes to rediscover two extinct species of balsam.

Demo banner splits the ranks

Concern was voiced about one aspect of the AUT's public image: inflicting a defeat on the executive in the process.

What caused the furrow was neither the general secretary's public statements—nor the cut of union leaders' votes.

It was the AUT banner given an airing on the March 9 demonstrations by the TUC. "Not visible or legible," "Not serving as a good rallying point," delegates complained. "Why is it yellow?" asked someone from the Glasgow contingent, which sports a black one.

President Dr Andrew Taylor didn't agree. On March 9 it had certainly made an impact on watchers standing on the pavement who were

presumably hostile to the manual and public service workers. It was quite remarkable to see the change come over them when they saw the university teachers", he said.

The banner was not so important for AUT's image as the numbers being cut behind it. The existing banner, quite adequate, and was anyway used only once a year, "although in years to come perhaps a little more often."

As for asking the executive to look into designs for a new one, find out how much it would cost and report back, this was making a bit of a meal of it.

Nevertheless that was what the council voted to do—against the executive's wishes.

Opposition to Flowers medical scheme

The council maintained its opposition to the Flowers report on London medical education and said that the threatened redundancy of academic staff was significant to all university teachers.

Mr John Akker, AUT deputy general secretary, said: "What happens in London is a precedent for what happens elsewhere. Our view is that the case for the Flowers report has not been made on any substantial basis."

He attacked the claim that the report, if implemented, which recommends the reorganization of medical education into six schools, would save up to £3m.

"When we approached the uni-

versity to substantiate that they said it was a 'guesstimate'. When we asked how much it would cost to reorganize the schools in larger groups, we found no calculations had been done. In respect of just one of the amalgamations we say it would cost up to £14m."

He said the AUT wanted clear assurances regarding the staff. There had been no assurances about redundancy or the possible transfer of staff that might take place, although there did appear to be recent changes of attitude.

Dr Richard Bruckdorfer, of the Royal Free Hospital, said the Flowers report was rushed and incompetent. Other institutions

which would be affected by any rationalization had not been consulted.

He also criticized the quality of the assumptions that had been made. At the Royal Free, he said, staff were not asked about what would happen if it closed down, but what the attitude would be to a increase in the number of students. He said this pattern existed in other schools.

The council instructed the executive to publicize the facts of the quality of teaching, research, and to oppose any rationalization by all local associations against full implementation of the report.

Full-time student numbers drop further

Numbers joining full-time courses in higher education dropped for the fifth successive year during 1978, largely because of a dramatic fall in teacher training enrolments. But an increase in part-time numbers brought about a marginal overall rise.

Statistics for last year, issued by the Department of Education and Science, show a fall of one per cent in the number of students on full-time and sandwich courses but an increase of six per cent on part-time courses. While numbers remained constant for evening only classes, the result was an increase of one per cent overall, bringing the total number of students up from 342,000 to 347,000.

Full-time courses outside teacher education also showed an increase in enrolments of 7,000, but a 9,000 drop in initial teacher training brought the total full-time figure to only 192,000. This compares with

194,000 in 1978 and 208,000 in 1974. The best news came in engineering and technology, where numbers were 5,000 up following a sharp rise in part-time enrolments. Other subjects showed only marginal fluctuations.

As in previous years, enrolments at polytechnics rose more sharply than elsewhere, although these upward trends were less marked than before. Numbers rose by more than 50,000 in the four years up to 1978 and only a further 3,000 were added last year.

Of those graduating, sandwich course students fared better than their colleagues in all sectors of higher education in the race for jobs. And, overall, more graduates went into industry and commerce than at any time since statistics have been kept on the present basis.

The number of first degree graduates known to be unemployed by the December following their completion of studies fell for the

third successive year in 1977-78, the last for which statistics have been produced. Among sandwich students, only 3.6 per cent were known to be without jobs, compared with 4.2 per cent on university courses and 6.5 per cent on degrees validated by the Council for National Academic Awards.

In general, the DES says, there was a decrease in the proportion of students going on to further education and training, although the figure varied according to subject area. In the health subjects, for example, more than 90 per cent entered permanent employment upon completion of study, whereas the equivalent figure for language students was only 31 per cent, over 40 per cent going on to further study.

Statistical Bulletins 2080 and 2080, published by the Department of Education and Science Statistics Branch, Elizabeth House, York Road, London SE1 7PE.

National Council plan is a possibility, says DES official

The setting up of a national council to oversee national policy on non-advanced further education is a possibility, Mr Alan Thompson, deputy secretary at the Department of Education and Science has confirmed.

Speaking at a conference on planning for non-advanced further education, organized by the Chartered Institute of Public Finance and Accountancy, Mr Thompson warned, however, that this could only be the second step in the process of devising a national policy.

"Before any such body can exist, work must be done on the methodology. At the moment we are looking at a framework through which some policy can be devised and we will consult local education authorities. We realize this is urgent and we must make it a high priority longer than expected because of the

present reductions in manpower," he said.

He pointed out that the work in devising a national policy on non-advanced further education (NAFE) was not just "one thing" but an aggregate of different standards and objectives, as rightly described as an "amorphous yeast beast".

"The difficulty in introducing national planning policy to what is a government by vote addressed itself primarily, is how this sector can be disaggregated so that different bits make sense," he said.

Mr Thompson put forward a new approach to NAFE planning which outlined eight categories of client groups ranging from people seeking further academic qualifications for entry to further education or employment, to unemployed seeking to better their opportunities or wanting to change their mode of life, to those seeking recreation or self-fulfilment.

Cash cut forces adult advice project to close

Merseyside's educational guidance service for adults (MEGSA), which spans the Liverpool and Cheshire areas, is being forced to close after only two years in operation.

Cheshire local education authority has decided to recall MEGSA's project director, Mr Colin Martin, who has been seconded from North Cheshire college of higher education.

MEGSA, which was set up in 1978 as a result of a move by the Merseyside and district Institute of Adult Education, is one of only 21 educational guidance services for adults throughout Britain.

The service has a twin base in Liverpool and Southport, so a comparison could be made between the differing needs of a long established metropolitan area and a borough with a large new town development.

Last year, the service dealt with more than 600 clients aged between 21 and 74, the majority of whom were seeking entry to higher education. Most of them were employed men aged between 25 and

35 or women over 35 who had already spent some years bringing up a family.

The imminent closure of MEGSA highlights the precarious financial state of most educational guidance services for adults. Last year both Cardiff's educational resources information centre (ERIC) and Lancashire leisure and educational opportunities service (LEO) were forced to close through lack of funds.

Because of financial constraints a Sheffield working group was forced to postpone plans for an independent service. Instead they have set up a monthly service staffed by volunteers.

However, there are signs of growing strengths in the movement for a national network of educational, information, advisory and counselling services for adults with central government funding.

This has been spurred by the recently-published Jackson Report, which recommends that the Department of Education for Northern Ireland set up a central agency to coordinate adult education guidance.



Strathclyde University's next principal and vice-chancellor will be Professor Graham John Mills (above), senior deputy vice-chancellor of Southampton University. He is expected to take up his appointment in November 1980, succeeding Sir Samuel Curran.

Professor Mills (54) has been deputy vice-chancellor of Southampton since 1976, having joined the university as professor of physical chemistry in 1962.

During his 18 years at Southampton, Professor Mills has held several senior administrative posts.

Lecturers' union blacklists Surrey colleges of art

The college lecturers' union has imposed an official blacklist on appointments to Surrey's three art colleges following a total break-down of talks over threatened redundancies at West Surrey College of Art and Design.

The executive of the National Association of Teachers in Further and Higher Education has also threatened to extend the blacklist to the county's four technical colleges if the union fails to get any satisfaction from a meeting between the education authority and Naffhe leaders.

Surrey is pressing on with plans to shed 14 full-time equivalent posts at the Earlsfield college from May 1981, and seven more in 1982. About two-thirds of potential redundancies will affect full-time staff with the rest being made up of part-time lecturers.

Letters have been sent to 11 named individuals warning they may be made redundant with formal notification likely by the end of the month.

Lecturers at the college have

voted to work precisely to the national conditions of service in protest. A one hour token stoppage has already been held.

Union leaders believe that the West Surrey case is the first time that student ratios have been used to justify redundancies. "College is warning for every other college in the county," said Naffhe Brook.

Officials expect formal redundancy notification will follow within a week, but hope it may be delayed pending a delegation from union head office.

At Trafford, formal redundancy notices are expected by the end of next week. The authority has said it wants to shed 35 lecturers. Union officials believe that 10 staff will be made redundant, with 25 others being asked to retire on early opt-out for premature retirement.

Education authority officials are confident that they can resolve the issue without having to make lecturers compulsorily redundant.

Production engineers attack Finniston plan for one body

A strong condemnation of the Finniston proposals for re-organizing engineering in Britain has been issued by the Institution of Production Engineers.

Although the institution, in its response document to Finniston, which it has submitted to the Department of Industry, agrees there would be a central engineering body, it opposes the particular plan forward in the report of the committee of inquiry.

Instead, the institution proposes that three different bodies be set up. These would be:

- 1. Standards in education, training and practice.
- 2. A registration board developing the present engineering registration board, which is run by the Council of Engineering Institutions.
- 3. A review and advice Government engineering matters.

However, none of these bodies

would deal with the problem of manufacturing industry's current performance. "As the only chartered engineering body concerned completely with the manufacturing function, the Institution of Production Engineers should be charged with the task of setting up a body which would include professional and functional experts, lay members and industrialists."

In its submission to Finniston, the Association of Colleges for Further and Higher Education describes the report as a "timely contribution" to understanding the needs of industry.

However, the association argues that some recommendations should be altered. In particular, registered engineering status should be given only to graduates on four-year courses. Mining courses should not be taken until first degree has been taken, and an urgent examination be carried out to investigate the role and future of engineering technicians.

Oxford dons await details of Prague 'infringements'

If Dr Julius Tomin, the Czech philosopher who recently staged a hunger strike, has been breaking the law by running a series of unofficial seminars in Prague, the authorities should have charged him long ago. That is the view of some academics at Oxford University who are unwilling to find out which laws they broke by attending Dr Tomin's seminars.

Some reports suggest that the Czech authorities may try to invoke Section 202 of the criminal code and charge Dr Tomin and some of his students with "hoi-jacking" if the seminars continue. Meanwhile attempts by the Foreign Office to find out why Dr Anthony Kenny, the Master of Balliol College, Oxford, and his wife, who travelled from Prague last month in the middle of delivering a lecture on Aristotle's Ethics, have been relatively unsuccessful.

The Czech authorities have also expelled Dr William Newton-Smith, senior tutor at Balliol and Fairfax, a fellow in philosophy, for lecturing on rationality and science, and Mr Angus Cargill, a school-leaver from Eton, for attending an unofficial seminar.

They first told the Foreign Office that sections 202 and 13 of the agreement on cultural, educational and scientific exchanges were broken. These call for all specific projects "to be agreed beforehand" and for all exchanges to accord with the laws and regulations of the respective countries.

But Foreign Office officials remain puzzled by the explanation.

The visits were quite clearly private and not subject to the agreement.

The Czech constitution is also quite explicit that all citizens are granted freedom of expression. All spheres of life, in particular the freedom of speech and of the press (Chapter 11, article 28, section (1) of the 1960 constitution). Czechoslovakia is also a signatory of the Helsinki Agreement on Human Rights.

However, the section says these freedoms are guaranteed for the "economic and cultural construction of the country". Foreign Office officials feel the Czechs could argue this condition was not being fulfilled because the seminars are unofficial.

It would be difficult for the authorities to argue that Dr Tomin's meetings threaten the public order of the country: unless a lecture on Aristotle's Ethics is to be termed subversive.

If Dr Tomin's unofficial seminars are claimed as "educational activity" the authorities could claim he has been breaking Law 186 which says: "All education is controlled and directed by national committees."

So far six Oxford philosophers have visited Prague to lecture at the unofficial seminars. The sub-faculty of philosophy at the university plans to continue the visits, and Dr Kathleen Wilkes, lecturer in philosophy and fellow at St Hilda's College, who has organized the visits, says there is no shortage of people waiting to go.

Labour's foreign student targets lower, says Boyson

A fall of between 17 and 20 per cent in the number of foreign students accepted in Britain next year would not reduce the figures to those planned by the previous Labour Government, Dr Rhodes Boyson, under secretary for higher education, said in the House of Commons.

He said: "There is a decrease in the number of applications of 12 per cent up to the end of March this year compared with last year, and six per cent compared with two years ago."

"However, it should be remembered that only one in four of those who applied last year was accepted at that time and many must have had the necessary qualifications for acceptance."

A fall of between 17 and 20 per cent in the number of foreign students accepted would not reduce the figures to the numbers planned by the previous Labour Government.

Unit threat lifted

The threat to the Further Education Unit's staffing has now been lifted. The Department of Education and Science agreed last week that two development officers would be appointed as from September 1.

Earlier an urgent special meeting of the unit's board of management was convened to oppose proposals by the DES not to allow the appointment of a second officer until April 1, or possibly not at all in order to effect savings.

Teaching staff canvassed on PGCE

A major study of teacher educators' attitudes to the Postgraduate Certificate in Education (PGCE), covering 30 universities in England and Wales, was launched by Leicester University's school of education last week.

The study, probably the first full one of initial teacher education in universities, is in the form of a confidential questionnaire survey, which will contain over 60 questions and which it is hoped a fair proportion of teaching staff will be willing to answer.

It is part of a much larger three-year research project on the PGCE being undertaken with a grant of nearly 70,000 from the Department of Education and Science. The project which emerged as a result of discussions with the Universities Council for the Education of Teachers began last year. So far it has

concentrated on making a study of students who entered the PGCE course in October and the first results are about to emerge.

Speaking about the staff questionnaire, Professor Gerald Barnham, professor of education at Leicester University said it was intended to gather data on a variety of significant fields. "Provided a satisfactory response is obtained, it should greatly enhance our knowledge of the practices of departments of education in relation to the PGCE and also of staff teaching education in universities."

Mr Ken Reid and Ms Helen Patrick the researchers on the project say that the content of the questionnaire has been determined by three main criteria. These are the need to give colleagues the

opportunity to express their positions and to reflect the diversity of opinions and practice which prevails. Interviews suggest exist; the need to gather data on those who teach education, which can be compared with data from other sources relating to university teachers in general and the need to reflect in the questionnaire issues and problems that have been raised in preliminary interviews.

"The response to preliminary interviews implied a diversity of practice within PGCE courses but within this diversity certain themes such as staff/student ratios and the balance between teaching load and research in comparison to other departments required and the questionnaire has been designed to obtain some perspective on these issues," Professor Barnham said.

North American News

Federates week salute to learning

from Clive Cookson

WASHINGTON President Carter proclaimed "salute to learning" week in the United States last week to celebrate the official opening of the new cabinet-level education department.

The festivities started with the unveiling of a new United States postage stamp based on an abstract painting entitled "homage to the square: glow" by the late Joseph Albers. Mr Albers did not intend his work to have anything to do with education, but Shirley Hufstедler, the first secretary of education, said it was an appropriate symbol of her department as "a vibrant constructive force for good in this country. In intent it might have a ripple effect—as depicted schematically by Albers—starting from a deep solid base and reaching out to more and more people each year, spreading a glow throughout American education." The stamp, which will actually be issued in September, bears the legend "learning never ends".

From then on Mrs Hufstедler was caught up in a steady stream of celebrations and public relations activities—speeches, parties, visits to schools and colleges, and more unveilings (a bust of Horace Mann, the father of American public education, at the National Portrait Gallery, and the new departmental flag, showing an acorn and a sunlit oak tree, at the White House).

President Carter officially inaugurated the department at a ceremony on the south lawn of the White House with his wife Rosalynn and 12-year-old daughter Amy, called by the Education Department "the first student of the country".

"If we are to prevail against our challenges, we need a tough new commitment to education in America," said Mr Carter. "The new Department of Education can

be the catalyst for this new commitment." He had promised to give education its own seat in his cabinet and its own federal department during his 1976 election campaign.

Last October Congress finally approved legislation setting up the Education Department—without giving the federal government a larger role in education, which is primarily a state responsibility.

Mrs Hufstедler, a federal appeals court judge from California, was sworn in as education secretary at the beginning of December, and for the past five months she has been welding together the \$14 billion a year worth of spending programmes and 17,000 employees that make up the department.

Washington education lobbyists do not give Mrs Hufstедler high marks for her organizational efforts. They say that the 200 outside experts and consultants she brought in for the task created unnecessary confusion, extra work and bad feelings with the educational establishment.

But they generally approved of the men and women she selected to fill the department's permanent senior positions.

Although "learning week" was all show and symbolism, there was one serious event, a symposium at the Brookings Institution on the federal role of education. The participants showed considerable disagreement about how deeply the education department should become involved in the affairs of schools and colleges.

Undersecretary Minter advocated using the new power and visibility of education in the government to advance "excellence, racial equality and social justice in education." Harold Howe, vice-president of the Ford Foundation and United States commissioner of education under President Johnson, agreed that the department should use its



Shirley Hufstедler unveils the new US postage stamp to mark the opening of the Education Department.

financial clout to attack discrimination on the grounds of sex or race.

Other speakers from outside the government, such as Jack Polansky, president of the American Council on Education, used the Brookings seminar to warn the department not to interfere with schools and universities, except where necessary to enforce anti-discrimination laws and the proper accounting.

Carolyn Warner, state schools superintendent for Arizona, urged more federal funding to help schools and colleges meet the costs

of Washington's regulations.

One possible new federal role, suggested at the seminar, was to reduce the present inequalities in education spending from state to state. Both Mr Howe and David Breneman, an education expert at the Brookings, thought this might be a new thrust for the 1980s.

However, if Republican candidate Ronald Reagan wins the November presidential election, all these discussions could be irrelevant. He has promised to dismantle the education department.

UN fund for Third World technology

from Martin Roth

TOKYO

A major cheating scandal at one of Japan's leading private universities, Waseda, has been positively resolved with a decision to cut the university's salary in half for three months.

Earlier this year, in connexion with the affair, police had arrested three university officials, two faculty deans had resigned, and a university administrator official had committed suicide. These actions followed revelations that parents of prospective students had paid a total of 100 million yen (about £190,000) to see advance examination papers.

The fund was set up at a UNCTSD meeting at a campus between the developed nations and the Third World countries.

The latter had demanded a more ambitious programme that would have provided \$4,000 for studies and technological development through a system of automatic contributions by United Nations members over the next 10 years.

But in the face of frustration by the industrialized nations, settled for the \$250 million international fund through voluntary contributions during 1980 and 1981 only.

During these two years, an intergovernmental group of experts will try to agree on long-term arrangements to promote science and technology in the Third World.

Britain had already said it would not contribute to the fund.

Since the events of May 1968, the student movement has been split between the *Union Nationale des Etudiants de France* (ex *Renouveau*), dominated by sympathizers of the French non-Communist party, and the *Union Syndicale*, dominated by Trotskyite, Socialist and Communist groups.

The latter groups (though jealous of their autonomy) supported the other student union—the *Union Nationale des Etudiants de France* (ex *Syndicat*), which demands a \$500 million contribution, will come up with no more than \$100 million.

The shortage is attributable only to President Carter's refusal to sign the federal budget bill, which the federal government has not yet passed.

Canada declined to contribute, saying that all its own international development aid would be cut.

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Overseas News

President's wage cut in cheating scandal

from Martin Roth

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commerce faculty. Results were posted in March, and simultaneously the university president, Tsukamoto Shimizu, announced that officials had discovered that a number of candidates had seen advance copies of some papers.

Following police investigations, three university officials admitted stealing the papers from the Waseda print shop, and selling them to a retired school teacher, who resold the papers, complete with model answers, to parents of his former pupils. He charged up to ten million yen (£19,000) for each set of papers. All four men were arrested and are currently on bail awaiting trial.

A later Professor Yasunobu Ichihara, a physical education instructor in the education faculty and the coach of Japan's boxing team at the Rome and Tokyo Olympics, admitted that he had passed ten million yen to one of the cheated officials in return for copies of the papers. He insisted that after second thoughts he had burnt the papers, but

university officials said they believed he had shown them to two candidates. An emergency meeting of the faculty voted to dismiss him. Following Japanese custom, the deans of the education and commerce faculties resigned to accept responsibility for the scandal.

At the end of March a 55 years old administration officer who had also been questioned by police in connexion with the affair committed suicide by throwing himself in front of a train. He left a note declaring his innocence and ending "Waseda, Banai" (Long Live Waseda).

At about the same time a pre-paid school director under arrest on unrelated fraud charges declared that a back door admission route to the Waseda commerce faculty had existed since 1973. He said sums of up to 15 million yen (£28,000) were channelled through the secretary of a Liberal Democratic Party politician to ensure a candidate's admission. But subsequent police enquiries

could prove nothing and no arrests were made.

In April the affair was declared over from the university's point of view when the board of trustees, the supreme governing body, refused to accept President Shimizu's resignation, but cut his salary instead. At the same time three administration directors resigned to accept responsibility for the affair.

The university also announced that inquiries showed that a total of 14 students were suspected to have passed the entrance examinations through cheating, but that all had agreed not to enrol.

Public reaction has been harsh. Criticism of Waseda has been especially strong. And newspapers have called on the government to take steps to upgrade the quality of education at the less prestigious universities and many people have suggested that business and government should put more weight on the academic record and personality of potential employees, instead of selecting them according to which university they attended.

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could prove nothing and no arrests were made.

Simon Midgley visits the City University of New York, the 'proletarian Harvard', bloody but unbowed after a decade of crisis, closure and bankruptcy. He finds a complex organism.

Rich tradition of America's 'Poor University'

The third largest university in the United States is a hazy bloom. To withstand the inclement political and economic climate of one of the toughest cities in the world—New York—it has to be.

The City University of New York is inadequately funded, poorly housed and especially vulnerable to public spending cuts.

Despite these unpropitious conditions CUNY, as it is affectionately known by its alumni, more than survives. It flourishes with extraordinary élan and tenacity.

The only municipal university in the city and the largest in the nation, it has always had a special commitment to educating the children of 'the working man'.

Dating back to 1847, when the free academy for men was established by public referendum, this social goal was expressed in the words of the fledgling institution's first president, as it is expressed today to see whether 'the highest education' could be given to the 'masses'—the children of the whole people.

Dubbed variously over the years as 'the proletarian Harvard' and 'the university of the poor' it has made the task of educating those from deprived, underprivileged and immigrant backgrounds its own in a city and state well supplied with private universities more interested in meeting the needs of the affluent.

Today the university comprises 25 distinct and intricately articulated web of eight community colleges, nine senior colleges, a graduate school and an affiliated medical school serving a city of 7.2 million people more than half of whom are members of minority groups.

The ethnic demography of New York is reflected in the racial diversity of the university's student body. In 1978 30 per cent of undergraduates were black, 16 per cent hispanic, 4 per cent oriental and 50 per cent white.

Although in themselves perhaps not very illuminating, the sheer grandeur of the statistics involved at least gives a sense of the scale of the university which by British standards is immense.

At present for example 177,000 full- and part-time undergraduate and graduate students are being taught by 5,000 full- and part-time faculty on 100 different academic programmes.

This financial year (1979-80) alone the university is to spend more than \$500 million dollars on funding an operation which extends to 20 campuses scattered across the five city boroughs.

There is just no precise analogue in Britain. CUNY is rather like a university, a polytechnic and a technical college all rolled into one.

Career-oriented associate degree programmes in dental hygiene, supermarket management or medical secretarial science may be pursued at the community college level, while traditional arts and science courses are ranged alongside vocational and professional areas of study in the senior colleges where students work towards a BA, MA or PhD.

At the highest levels the graduate school and some of the senior colleges house some of the most distinguished faculty and respected doctorate programmes in the country while at the other end of the scale as many as 70 per cent of students entering community colleges need to take at least one remedial course in reading, composition or computational skills.

The university presents a complex institutional face when jockeying for funds in the political arena, or when projecting a PR image to the rest of the nation. However, at the heart of the university there is a world of difference between Kingsborough Community College in Brooklyn, catering for white middle-class students in a magnificent \$600 million building overlooking the ocean, and the Englewood College in

Community College, 75 per cent of whose students are hispanic in origin, which is housed in a converted factory building in the economically depressed South Bronx.

Like many American colleges CUNY is an open-access institution. Here it means that any high school graduate is guaranteed a place in a community college but entry to a senior college can only be secured if the student attains a grade point average of 80 or over.

Even then the student may not secure a place in the senior college of his choice if he fails to obtain a grade point average that is competitive with that of his better fellow applicants.

The 'university system' is articulated in the sense that all the community colleges offer courses of study in the liberal arts and the sciences which parallel the first two years of study at a senior college.

Students who complete their associate degree and who pass a basic skills test are then entitled to transfer to the junior year of a senior college with full credit given for their earlier work.

Open admissions and credit transfer for students represent a superbly optimistic view of human potential. Higher educational opportunities are made available to as many students as possible and a great deal of money and effort is spent on trying to support the less well prepared through remedial and counselling services. Last year, for example, the university spent \$30 million dollars on remediation.

Positively discriminatory moves are also made to help the economically and educationally disadvantaged by offering them extra counselling, remedial instruction, tutorial services and supplementary finance in specially designed additional programmes.

Through the SERK programme (Search for Education, Research, and Knowledge) disadvantaged students who scored less than an 80 grade point average are offered the opportunity of studying at a senior college.

Eleven per cent of the senior college undergraduate population, 91,964 are currently studying in this programme.

At the community college level the College Discovery programme makes extra counselling and financial aid available to less well prepared high school graduates. This programme currently accounts for 7 per cent of the 68,706 community college students.

Having secured a place in a community college or senior college a student then has to maintain a rising grade point average to remain in the system.

In future students will also have to surmount a further hurdle before being eligible for entry to the third year of the senior college or transferring from the community college to the senior college—they will be required to pass a Freshman Skills Assessment Test in reading, composition and computational skills.

Although it is possible to complete a college degree at a community college in two years and a baccalaureate degree at a senior college in four years after students take far longer to back up the required number of credits.

This is partly because many people enter college relatively badly prepared by their high schools and partly because as many as half of all community college students and a quarter of all senior college students come as mature students—many of whom will be holding down a full-time job and studying part time.

(In 1978 more than 61,000 students were enrolled on part-time credit granting courses.) The relatively low admission standards of community colleges, the disadvantaged nature of the clientele, the difficulties of combining part-time study with employ-



The archway of the North Campus at CUNY.

ment and the escalating academic standards once inside the system, it is not surprising that every year around 17,000 students drop out having either failed to make the grade or having chosen to leave for other reasons.

The university then is grounded in a finely judged compromise. On the one hand, to justify the name it must be seen to be maintaining academic standards, attracting distinguished faculty, and producing high quality graduate students while on the other it is acutely aware of its responsibility to remedy disadvantage and prepare students for the world of work in less academic and more vocationally orientated courses.

(Nonetheless the opportunities are there for the once severely disadvantaged to rise through the system and achieve the highest distinction.)

This ambivalence is neatly reflected in the two tier structure of colleges. On the whole the community colleges offer basically similar opportunities for studying—the liberal arts and sciences and a diverse range of non-transfer terminal courses in more practical career orientated areas, for example, in numerous technical, artistic, commercial and medical fields.

Traditionally the community colleges have served the needs of their local communities, drawing many of their students from their immediate neighbourhoods and boroughs and making special efforts to relate their educational provision to local needs.

Since 1976 when the university tightened admission criteria and imposed more rigorous standards there has been a more marked contrast between the constituency of students attending senior and junior colleges.

The latter tend to attract a higher proportion of less well prepared students who because of their relationship between income, race and achievement are often from economically disadvantaged classes and minority ethnic groups.

Many of the senior colleges on the other hand still continue to attract a relatively high proportion of white middle class students.

At the upper level most of the senior colleges offer a traditional range of arts and science degrees combined with advanced vocational and professional courses.

Most of their students come from the boroughs while some are attracted to the university for particular kinds of training. For example, the John Jay College of Criminal Justice specialises in the training of police and the Bernard M. Baruch College in midtown Manhattan concentrates on the study of business and public administration.

Several of the older institutions, like City College and Hunter College, have world-class reputations for example, five of the last six Nobel prizes have gone to winners from the City College of New York.

The end of free tuition, the adverse publicity the raising of admission and retention standards, the cut back in course offerings and student services: all conspired to threaten the huge numbers of potential students.

At the top of the academic tree is the university's graduate centre which promotes and coordinates advanced degree work in the senior colleges and funds 180 distinguished scholars—40 or 50 in 1978. Most seriously affected has been the number of students who have dropped by nearly 50 per cent. (There is no aid available for part-time students.)

The measures had the combined effect of hitting the weakest—the hardest—of penalizing the working poor, the very people for whom the university had traditionally felt especially responsible.

A longer term consequence of the financial crisis has been a fundamental shift in the control of the university. Up until 1976 the City and the State shared the financial proportion of the funding cost. Now the State is in the process of taking over all responsibility for public funding of senior colleges. (It already has control of the Board of Trustees.)

There is also some doubt about the city's willingness and ability to continue funding the university. In recent years New York has resorted to reducing the budgets of all public services in an attempt to stabilize its finances and equilibrium does not appear to have been achieved yet.

On the academic front the university is adopting a strictly utilitarian approach to the changing fashion of student demand for new vocational courses which could only have a limited life but might involve heavy investment. The imperative is to 'fine tune' the system.

In addition there is the one staff union for all the university's academic personnel, the student aid programmes and admissions system are centrally administered, and computer facilities are shared.

There is also perhaps a more profound sense in which the university has had to pull together and recognize a shared destiny.

In the mid-1970s the City University of New York was dealt a catastrophic blow after its host city announced to the world that it was on the brink of bankruptcy.

Three years of stringent budgets and endless controversy about how the university could save money finally culminated in 1976 with the temporary closure of the university after it ran out of funds.

A condition of the State of New York, eventually agreeing to bail CUNY out was the end of one of the university's most famous assets—the 123-year-old tradition of offering city-based students free tuition.

Between the academic years 1975-76 and 1977-78 the university suffered a budget cut unparalleled in the experience of any major university in the United States.

Within two years student numbers had dropped by more than 80,000, and faculty and staff numbers had been slashed by 6,000 positions.

The end of free tuition, the adverse publicity the raising of admission and retention standards, the cut back in course offerings and student services: all conspired to threaten the huge numbers of potential students.

Despite the fact that full-time students were protected from being the brunt of the new tuition charges by state and federal financial aid programmes their numbers have dropped by 18.8 per cent since 1975. Most seriously affected has been the number of students who have dropped by nearly 50 per cent. (There is no aid available for part-time students.)

The measures had the combined effect of hitting the weakest—the hardest—of penalizing the working poor, the very people for whom the university had traditionally felt especially responsible.

A longer term consequence of the financial crisis has been a fundamental shift in the control of the university. Up until 1976 the City and the State shared the financial proportion of the funding cost. Now the State is in the process of taking over all responsibility for public funding of senior colleges. (It already has control of the Board of Trustees.)

There is also some doubt about the city's willingness and ability to continue funding the university. In recent years New York has resorted to reducing the budgets of all public services in an attempt to stabilize its finances and equilibrium does not appear to have been achieved yet.

On the academic front the university is adopting a strictly utilitarian approach to the changing fashion of student demand for new vocational courses which could only have a limited life but might involve heavy investment. The imperative is to 'fine tune' the system.

In addition there is the one staff union for all the university's academic personnel, the student aid programmes and admissions system are centrally administered, and computer facilities are shared.

There is also perhaps a more profound sense in which the university has had to pull together and recognize a shared destiny.

In the mid-1970s the City University of New York was dealt a catastrophic blow after its host city announced to the world that it was on the brink of bankruptcy.

Three years of stringent budgets and endless controversy about how the university could save money finally culminated in 1976 with the temporary closure of the university after it ran out of funds.

A condition of the State of New York, eventually agreeing to bail CUNY out was the end of one of the university's most famous assets—the 123-year-old tradition of offering city-based students free tuition.

Between the academic years 1975-76 and 1977-78 the university suffered a budget cut unparalleled in the experience of any major university in the United States.

Within two years student numbers had dropped by more than 80,000, and faculty and staff numbers had been slashed by 6,000 positions.

The end of free tuition, the adverse publicity the raising of admission and retention standards, the cut back in course offerings and student services: all conspired to threaten the huge numbers of potential students.

Sax and the solo artist—or how the festival was won

The National Student Drama Festival has long been lumbered with a sort of retrospective prestige. 'How interesting', people say when they read the programme. 'You know Timothy West, the chap who's just been playing Churchill on television? Well, he was in the very first festival, in 1956. Directing a Thornton Wilder play.'

It is understandable that the seeds only become interesting when the flower blossoms, but this year's festival, the twenty fifth, has thrown up a few plays and performances that deserve a mention before posterity grabs them.

Two of the eight productions which transferred to last month's festival in Southampton for a limited run at the Old Vic are to have another airing at Edinburgh in the summer. One of these is the York University entry, *Milktrane*, which in Southampton picked up more prizes than it has actors. It bears out the time-honoured principle, that if you haven't got a play to suit your star, then write one.

In this case it was the star in question, James Maw, who did just that, in conjunction with saxophone player Andy Hampton. Maw plays the part of a high-fashion punk who keeps embarrassing himself with his own excesses. He comes across as a kind of middle-class Sex Pistol strutting in front of his pompous mirror, but who would blush if his mother walked in.

The score is very subtly worked by Hampton to keep pace with the lead's changing moods of violence, contrition and fantasy. It is a genuine dust of words and music with a strangely 1950s feel to it, given the aggressively late 1970s placing.

The sparse houses at the Old Vic were hardly the place for something that owes more to cabaret than to drama, but it is hard to see a production being anything other than a name-drummer in the grand manner when it gets to Edinburgh. James Maw has already captured a deal of critical acclaim in Southampton, and he has done it by giving a scathing, unapologetic, and very funny, because he is in fact sticking rigidly to just two modes of comic caricature which happen to be at either pole of the social spectrum.

Is audience members might worry that the York University's Johny Rottens, he switches mid-way to a very dull version of a miming media frenzy, then cutting back and forth between that and the punk

with his fantasies of picking up a debutante on the train home. Maw and Hampton picked up the Best Actor and Best Music awards respectively, and on the showing at the old Vic deservedly so. No doubt they will be glad to swap the sight of an ocean of empty stalls for the 100-seat auditorium in Albany Street, Edinburgh.

Near by in the Heriot Watt Theatre will be the other Southampton 'veteran', a haunting and enigmatic work called *Kafka's Last Request*. With their tradition of success in the festival it is not surprising to find Bretton Hall College, Wakefield, cutting standards again. This was the winner of the *Sunday Times* Playwrighting Award this year. Any echoes of Beckett in the title are not entirely misleading. The author and director, Eric Fosse, has taken extracts of Kafka's diaries between 1910 and 1923 and scattered them into the mouths of a five-string unit with an androgynous 'K' figure as the pivot.

Broken down and then regrouped in this way, the extracts turn into a twice as tormented Kafka doctored into despair at the end of his life. The five are dressed like bank clerks and move in patterns around a bare and lugubrious stage, freezing into Magritte-like tableaux in a voice by which the sinister phantoms that for Kafka lurked behind bureaucracy, as in *The Trial*, are strongly embodied.

The Kafka figure, which is at once led by and leading the chorus, is played with panache by Cheron Bryson, and her performance should attract as much attention as James Maw's when the play arrives in Edinburgh.

In a year which has seen a glut of new and modern plays, as well as those in the 'group creation' category, the classics have got a scant showing. However, Dickens was there by courtesy of the Royal Scottish Academy of Music and Drama and their brave version of *Great Expectations*.

A compact cast and a Dickensian gallery of characters were hardly made with each other in mind: in this adaptation there are 32 of the first and eight of the second. So when one actor, without the aid of costume changes, is called upon to play the burly Joe and the frail Aged Parent, with the small matter of Lazarus, Starup, Arthur and river police in between, it is hard to avoid the impression of resources

being strained to breaking point. As each character appears, he or she reels off a voracious textual account of his or her physical characteristics, often in ludicrously explicit contradiction of appearance.

Dickens would have applauded the thoroughness of this transcription by the director, Edward Argent and his six collaborators, but it is their very insistence on fullness that plants the seeds of dramatic failure.

If Bretton Hall's second contribution to the festival almost over-reached itself, it did so for a slightly different reason. Shaun Prendergast's *Potter's Wheel* is an excellent mass of a play which was saved from an even greater incomprehensibility than the author had in mind by a collection of very committed performances.

In Southampton it won the Best Production Award, and again with good reason. But what on earth is going on? Libby Porter appears to have been widowed when her husband, a British Army colonel, is killed in an Ulster car bomb. Then she finds herself in an internment centre, or is it a training camp, where she receives the bestial attentions of a man in a dark suit. There are guards. There are inmates. There is the temperature of this moribund crew through the medium of shock.

To some extent it succeeds in turning the received order on its head: when teachers close ranks against the emotional assault of their charges they look every inch as juvenile as the most nose-picking of their first-years.

Yet the molling operation is incomplete, and the gadfly's eloquence, if that is what we are to think it is, is suspect and self-indulgent. This production entered the festival in a non-competitive role and appeared only in special invitation performances. But it was distinguished by Angie Farrow's outstanding direction and the Angle Farrow's and Shaun Prendergast's could learn a thing or two from him. There are worse beacons to be followed.

The choice of such a play was interesting in itself: full of textual Leftism and dimly conceived parent/enemy figures. Add to that a murder story fit to lure the most hesitant of theatre managers and you have something that might have been cooked up by Agatha Christie after a week's confinement with Karl Marx. All the same, David Farrer is a deadly on stage, which the National Student Theatre Company managed to give to the middle-aged parts.

Headmaster delivers admonitions in the middle-aged parts.

Alan Franks picks the plays from this year's National Student Drama Festival that should stand the test of time

Andy Hampton (left) and James Maw in *Milktrane*



Stanley Unwin-style gobbledegook; deny he has been a model of in-trays defends the importance of administration; ageless spinner defends dignity; gaudily rebel Bill tries to raise the temperature of this moribund crew through the medium of shock.

To some extent it succeeds in turning the received order on its head: when teachers close ranks against the emotional assault of their charges they look every inch as juvenile as the most nose-picking of their first-years.

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Headmaster delivers admonitions in the middle-aged parts.

Art for art's sake enjoys a Chinese revival

Fine art is not a subject of study that has lately enjoyed the popularity of the new China. It hardly seems relevant to the 'four modernisations'. It inevitably stresses the affective and the individual. Yet along with the rest of Chinese higher education art colleges have been restored.

Peking's Central Institute of Fine Arts is in a quiet back street just off the city's main shopping street. Its atmosphere is gentle and refined, by the standard of most Chinese colleges. Its walls are not bare but covered with the pictures painted by its students and teachers.

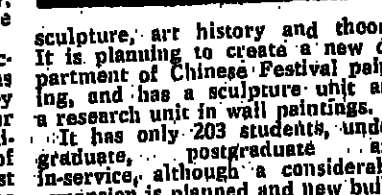
An exhibition of copies of traditional Chinese paintings of the Tang, Sung, and Ming dynasties by the Institute's students has just opened—the first in the Institute's history, and the first in all China, since the end of the Cultural Revolution.

Mr Chen Pei, the deputy director, explains that competition was intense to enter the Institute. They received very many applications for very few places, 1,000 for 50. Applicants had to submit examples of their work and only some 200, last year—were allowed to take the entrance examination, a special one for art students distinct from the normal academic entrance examination for other universities.

The majority are school-leavers, but because of the competition for places the average age of entry is between 18 and 22, higher than for most higher education institutions. A special entrance exam for middle school pupils, aged 14 to 16, was attached to the Institute. It is a boarding school in which children of artists, athletes, can come from all over China.

Western art, painting, graphic design, sculpture, art history and theory. It is planning to create a new department of Chinese Festival painting, and has a sculpture unit and a research unit in wall painting.

It has only postgraduate students, although a considerable expansion is planned and new buildings are going up. It also has 400 staff, of which 156 are favourable to art. The ratio has two causes. Staff/students ratio has been due to the special character of the Institute, which had not only to teach students and conduct research, but also to produce works of art. It was the base of many working artists.



Second is the legacy of the Cultural Revolution. Before 1966 the Institute had over 400 students, but it suffered greatly during the Revolution. It was closed from 1966 to 1974. For three and a half years the staff and remaining



Sculpture is acceptable at Peking.

students were all moved en bloc to work in a commune. When they were allowed back to Peking they were subjected to very severe criticism at public meetings and were denounced in big character posters.

When the Institute was finally allowed to reopen in 1974, the course was cut from the previous six years to only three and entry standards were deliberately relaxed.

The basic course has now been lengthened again to five years (six for sculpture). A lively debate is now going on within the Institute about whether to press for an extra year, although Mr Chen and the majority of his colleagues feel five is sufficient.

Students specialise in one of the four main areas, traditional painting, western painting, sculpture, or graphic design. They all have to study in addition the history and theory of art, Chinese language and literature, and a foreign language (and, of course, the ubiquitous political education and physical education).

For the first part of the course

For the first part of the course

they study basic courses, which once more includes life drawing, which was banned in 1966. For the second part they undertake more creative work.

Perhaps because of the memory of the philistinism of the years between 1966 and 1976, and the perception that fine art can play in China's modernization, the role of the Institute seems to be to preserve the culture of the past rather than to invent the art of the future.

The result is that life drawing is acceptable because it is a vital aid to improved technique, but abstract art is frowned upon because it is often an expression of anarchic and inaccessible individualism.

The least of Peking's students become teachers, professional artists, or work in publishing or museums. The Institute is perhaps the leading art institution in China and is responsible directly to the Ministry of Culture, and there are only six others, all with modest numbers.

The Peking Institute's students are clearly very proficient and talented. If they seem to be lacking in creativity, this is much more to do with the different conceptions of art in China and the West. In the former aesthetics are a question of formal technique and grace, rather than of individual interpretation. In any case the fact that the Institute has survived and is apparently thriving (even if it keeps a low profile) is some indication of the greater diversity that is tolerated in Chinese higher education today. Everything, it seems, is now being sacrificed to the demands of the 'four modernisations' as it was to the dogma of the Cultural Revolution.

For the first part of the course

For the first part of the course

For the first part of the course

Peter Scott

Peter Watson is a reader in psycholinguistics at University College London, and Wendy Stain Rogers is a lecturer in the O

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BOOKS

Modern and radical

Radicals by D. C. Nonhebel, J. M. Tedder and J. C. Walton
Cambridge University Press, £14.00 and £5.50
ISBN 0 521 22004 1 and 29332 4

All three authors of this addition to the Cambridge Texts in Chemistry and Biochemistry series have been actively engaged in research in the field of radical chemistry; two have contributed a more extensive monograph on the subject (*Free-Radical Reactions*, Cambridge University Press, 1974), and have subsequently written annual surveys of progress in the field for the well-known *Wiley* series. It is not surprising, therefore, that the present volume gives an authoritative and broad coverage of its subject, with points so copiously exemplified that I found myself wishing that there was a more complete bibliography. However, the book is written for advanced undergraduates in chemistry and biochemistry, and the limited selection of references for further reading is well chosen.

Radical chemistry has been a popular topic for texts at this level; the present one seems particularly successful in demonstrating the educational value of a subject which draws upon basic ideas of electronic structure, thermochemistry, kinetics and spectroscopy, and which, in development, is shown to underlie important processes in industrial chemistry and in biochemistry.

The past decade has witnessed major advances in our quantitative knowledge regarding unit steps in radical processes. Quantitative data and kinetic analyses abound throughout the book, and the delicate balance between the rate of reaction and the rate of termination is well explained, despite its appearance in one chapter heading.

Such minor blemishes apart, *Radicals* forms an admirable introduction to an important topic. It can be recommended not only to advanced undergraduates, but to any scientist wishing to acquire a broad overview of modern radical chemistry.

M. J. Perkins

M. J. Perkins is professor of chemistry at Chelsea College, London.

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Longman Group Ltd, Burnt Mill, Harlow, Essex.

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Coulson's classic retains its clarity

Coulson's *Valence* by Ray McWeeny
Oxford University Press, £17.50 and £8.50
ISBN 0 19 855144 4 and 855 145 2

Coulson's *Valence* is a classic which has influenced the thinking of a generation of chemists. The first edition was published in 1952 and was revised nine years later, largely by the inclusion of a chapter on ligand field theory. Although the incorporation of quantum mechanical concepts into chemistry has continued unabated, the death of Charles Coulson, in 1974, dashed hopes that we would be able to read his characteristically simple but penetrating accounts of them in a further edition of *Valence*. It was no small responsibility that Professor McWeeny undertook to produce a third edition of Coulson's book.

There is much that is familiar in the new edition—well remembered diagrams and Coulson's explanations, which clearly stand the test

of time. There is also much that is new. Although it has only a few more pages than the second edition, a larger page size and smaller typeface lead to a book that is half as long again. Most chapters show an increase in length but the major extensions come in "Chemical Reactivity"—which, though previously a couple of pages, becomes a chapter, as, too, does "Self-consistent Field Theory". Three appendices (on "Probabilities", "Angular Momentum" and "Group Theory") are included for the first time, as are problems at the end of each chapter.

But for a book carrying the name of Coulson, contents are only part of the story; equally important is the way in which it is written. "Valence" is, in my verdict, inevitably, there are points of criticism but these are minor and perhaps personal. Thus, I found the apparently careful avoidance of the term "character table" in a detailed discussion of characters and labels associated with irreducible representations somewhat strange (appendix 3). Quite clearly in error is the

statement that X_{σ} and P_{σ} form an X_{σ}^2 (page 373). It is inevitable that photoelectron spectroscopy should appear; however, it is explained twice, in spite of the fact that students will discover the importance of monochromators in radiation because it makes sense without it rather than because it is clearly stated in book. Figure 11.17, which illustrates various atomic arrangements, contains atoms of IV-VII, is only vaguely and ambiguously referred to in the text. For these were more than offset by clear, unambiguous—but provocative—statements as "do not exist". They are, in fact, a particular theory.

Professor McWeeny is to be congratulated on his revision. What can be said, except that the new edition would have been approved of this third edition of Coulson's book?

S. F. A. Kettle

S. F. A. Kettle is professor of chemistry at the University of Exeter, Anglia.

Examining protein structure

Principles of Protein Structure by G. E. Schulz and N. H. Schirmer
Springer, DM54.00
ISBN 3 540 90386 0

The distressingly irregular shape of the myoglobin molecule, the first globular protein to be seen in three-dimensional detail, came as a shock to well brought up crystallographers. Myoglobin is actually one of the more regular proteins, but we are, some 20 years and 70 proteins later, beginning to discern the order that stands rooted in the apparently disorder of their structures. The folding of protein chains can now be seen to fall into different classes, a relatively limited number of patterns being energetically favourable. The stability of the folded chains depends upon the very subtle balance between the enthalpic terms that hold chemical groups together and the entropic terms that are inimical to a highly ordered arrangement. Paradoxically, in the complete system of protein plus solvent, it is the greater random motion of solvent molecules that pays for the order in the folded protein.

The three-dimensional structure of the folded protein is a consequence of the linear sequence of its constituent amino acids and we are reaching a stage where understanding of the factors that cause local sequences of amino acids to fold into well-defined segments of secondary structure and these segments then to associate into a favourable tertiary structure. We are still, however, some distance from being able to predict a complete three-dimensional structure from the sequence.

The striking similarity between the myoglobin molecule (from the sperm whale) and each of the four chains of haemoglobin (from horse) revealed two distinct faces to evolution at the molecular level: (1) the development of new chemical functions and greater precision of control of living systems by a process of molecular adaptation; (2) the fact that an overall similarity of structure, between corresponding proteins from different species embraces detailed chemical differences at the molecular level that underlie the gross differences between whole organisms.

Structural studies of proteins have revealed evolutionary relationships not only between molecules of similar function but also between others whose chemical and functional relationships had not been suspected. They have also shown convergence towards similar patterns of structure and catalytic effectiveness chemical groupings in otherwise unrelated proteins.

Knowledge of the three-dimensional structures of proteins has revealed the basis of biological specificity, the remarkable precision of the molecular control processes and the extraordinary efficiency of enzymic catalytic processes that man is now trying to harness.

Although there have been many excellent reviews—and the monograph by Dickerson and Geis (*Structure and Action of Proteins*, Harper & Row, New York, 1969) remains surprisingly up-to-date and valuable introduction—those concerned with teaching, and research in the field have long felt, in need of an authoritative text.

For one, am grateful to the authors for producing a text that can be recommended, thoroughly to advanced undergraduates, postgraduates and my colleagues.

A. C. T. North

A. C. T. North is professor of biophysics at the University of Leeds.

Unity of inorganic chemistry

A Theoretical Approach to Inorganic Chemistry by A. E. Williams
Springer, DM98.00
ISBN 3 540 09073 8

Little, if anything, in this book is new. It is a book that could prove to be a most significant work. It is, of course, up to date in factual content. It is very clearly written with that linguistic precision characteristic of a firm grasp of the mathematical basis of topics which, for the most part, are presented in a way that would not unduly distinguish the book. What is so important is that Dr Williams has, with considerable success, imposed an overall philosophy upon his subject matter: so that the book has an unusual unity about it. This basis laid down in the two opening chapters on "Quantum Mechanics and Atomic Theory" and "Simple Molecular Orbital Theory". They are the actively simple and admirably

able sure-footed, covering a surprising amount of ground and identifying features for later qualitative use. The section on "The Use of Symmetry" is, however, far too condensed to serve as the only introduction on the subject, and I felt the same about "Atomic Spectra".

Having established a basic philosophy of bonding theory and symmetry methods, this is used in giving accounts of electronic spectra and magnetic properties, mechanism and reactivity, and a concise survey of: main group, transition metal, lanthanide and actinide descriptive chemistry. The underlying unity can be felt most strongly through the consistent use of molecular orbital theory, in which context are treated special cases such as electron-deficient and cluster compounds, and ligand field theory (marked only by a confusion of ligand field splitting parameter with LFSE). A tentative attempt is also made to encompass the solid state by way of brief descriptive passes at "band theory" information accessible using modern physical methods in which the

united aspects of solid and solution chemistry. Who will read it? Certainly most inorganic lecturers could use it with profit and enjoyment for its condensed to serve as the only introduction on the subject, and I felt the same about "Atomic Spectra".

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David M. Adams is reader in chemistry at the University of Exeter.

Politics books

Perspectives on the Palestinian question

The British in Palestine: the mandatory government and the Arab-Jewish conflict by Bernard Wasserstein
Royal Historical Society, £8.45
ISBN 0 901050 45 8

The Question of Palestine by Edward W. Said
Routledge & Kegan Paul, £7.50
ISBN 0 7100 0498 2

The Palestinian Covenant and its Meaning by Y. Harkabi
Valentine, Mitchell, £8.50 and £3.50
ISBN 0 8530 3200 9 and 3201 7

The History of the British Mandate in Palestine and its aftermath is a seemingly inexhaustible subject. These three books approach the topic from different standpoints and the other two are written from a more obviously partisan point of view.

Only the adverb needs to be deleted from Dr Wasserstein's book: "The British Mandate was perhaps doomed from the start". In impressive fashion he follows the early years of the British in Palestine, 1917-23, and the problems met by those officials who attempted to put the mandate with its commitment to establish a Jewish National Home, and who in their daily work were drawn into a torment of conflicting expectations, attitudes and loyalties: a confusion of social, religious and ethnic prejudices. For them, a disinterested or neutral stance seemed hardly possible and from the moment Balfour issued his Declaration the inevitable process of conflict began.

This position was further complicated by varying British attitudes about what should be done. Some had a certain liberal sympathy for the Jewish desire to colonize Palestine and believed that the Arabs were an inefficient people in need of firm European guidance. One British observer, quoted by Wasser-

stein, characterized the Arabs as "a craven cowardly lot, afraid of the dark and only game for such sneaky work as sniping... or knifing people in the back". Those who held such beliefs could easily be persuaded that Palestine was a backward country waiting to be redeemed by Jewish enterprise; and Weizmann, the Zionist leader, played on such prejudice. He wrote to Balfour that the "Arab official knows more of the country, is a 'roué', and therefore has a definite advantage over the fair and clean-minded English official who is not conversant with the subtleties and subterfuges of the oriental mind". However, sympathy for the Jewish cause was counterbalanced by two other factors. First there was prevalent in Britain, especially during the years 1917-20, a current of antisemitism which made other British hostile to Zionist aims and consequently to the Jewish officials who were despised Arabs. Antisemitism derived from a traditional feeling of religious hostility towards the Jews and from the belief that the Bolshevik revolution was a Jewish conspiracy. Sir Gilbert Clayton, the Chief Secretary in Palestine, was convinced that the country had "to be run by pure Britishers" and suspected that there was "an intangible something" behind everything, an "unseen influence—something steadily and certainly not British". In addition, these same British officials believed that the Palestinian Arabs had been betrayed, once promised an independence which the Balfour Declaration made non-existent. Clayton had also written: "I cannot conscientiously carry out any line of policy which will go against our pledges to the Arabs".

This confused state of affairs (not quite clearly explained by Dr Wasserstein) was worsened both by the British Government's insistence that it could not, as a matter of honour and self-respect, withdraw

or modify the Balfour Declaration, and by constant Zionist pressure. Most Zionists were striving for a Jewish majority and a Jewish state (even Lord Samuel admitted this although he tried to camouflage his views), and they knew that it would have to be imposed in the face of Arab opposition. The result, David Ben-Gurion, declared as early as 1919: "There is no solution to this question". Thus the various officials on the spot were placed in an impossible dilemma. The Jews, with their devotion to the Zionist Agency, attempted as the Palestine Arabs working in the mandate government felt that they could not honestly carry out policies they considered detrimental to the well-being of their country, religion and society. The Jewish officials, on the other hand, were transferred, or complained, but were obliged to attempt, in the tradition of disinterested civil servants, to carry out impractical policies. All of them left in 1948 when the British Government, as befitted the locale, washed its hands of the matter.

The Palestinian Arabs were left to face a situation not of their own choosing. Until recently their propaganda has been rather ineffective and apologetic. They have a strong case, best made by a Palestinian, which has now been effectively articulated by Edward Said. He is the most eloquent Palestinian writer in English, a professor of English in America, a refugee, a member of the Palestine National Council and author of a recent work, *Orientalism*, in which he attacks traditional Western imperialist attitudes of contempt for the "oriental". *The Question of Palestine* stems directly from the earlier book, as he believes that at the root of the Israeli-Palestinian dispute lie those very same

attitudes which have enabled the Western world to admire and support Zionism while at the same time ignoring the plight of the Palestinians and dismissing their justifiable demands. He declares his aim in writing the book has been to "open the discussion of the questions of Palestine to much-needed, much suppressed reality—that of the Palestinian Arabs of whom I myself am one".

There are two main themes running through the work—that of Zionism and Western attitudes towards the Palestinians, and of the Palestinians' attitude towards themselves. Zionist leaders deliberately built up a picture of the backwardness and inferiority—even the non-existence—of the Palestinian Arab. Professor Said uses some of the same quotations as Dr Wasserstein to prove this point and pictured themselves as the rescuing heirs of a neglected land and the saviours of democracy in the Middle East. These beliefs have been current in the United States where opposition to Zionism, or any claim for the rights of the Palestinians, can easily be blackened as antisemitism. The Zionist covenant is an example of this filtering and is in a way an answer to Said's claim that the PLO, meeting in 1977, agreed to accept a state on the West Bank and to let future relationships determine the nature of the state. This was a majority decision but one which entailed no recognition of Israel. Harkabi points out that this leaves the door open to irredentism, implying that any method to regain territory was, in effect, a tactic of terrorism or subversion, may be used.

It is clear that the gap between Palestinian and Israeli, originally opened wide by the British, remains and can not be closed until the two sides can meet and recognise each other's rights.

Derek Hopwood

Derek Hopwood is fellow of St Antony's College, Oxford.

Scientific approach to politics

The Scientific Study of Foreign Policy: revised edition by James N. Rosenau
Frances Pinter, £15.00 and £6.95
ISBN 0 89397 074 3 and 075 1

This is a collection of essays all of which have been published over the period 1957-79. They are grouped together in four categories: the scientist; the sciences; basic concepts; and the international and domestic context. There is a heavy emphasis on "scientific" methodology in the study of foreign policy and inter-state relations, by which is meant the definition and formulation of concepts, the organization and analysis of conceptual schemes, and the attempt to apply general hypotheses to foreign policy making. The author throughout is insistent on the tentative nature of such an approach, and on the need for what he calls "pre-theory".

The most significant revision seems to be in the author's growing misgivings as to whether his work is "founded on the wrong questions". But apart from this, rather tantalizing admission, Mr Rosenau does not specify what he feels to be wrong. Rather he leaves this to his readers and argues that it is a question of how to proceed, rather than of whether to proceed. He argues that a new outcome is needed, such as an outcome in which the problem is not mine. This is a plea for a new approach, a new answer. Conjecture is mere conjecture in the absence of any experience, to the evaluative criteria.

The emphasis on the terms of the approach in providing an adequate explanation of why people, organized into states, do what they do to each other.

Mr Rosenau is a liberal academic. He does not assert that his approach is superior to any other. From the early work of Thomas Kuhn he takes the view that a discipline is simply a consensus of academics. Truth is 51 per cent. Admittedly in his own field no general consensus exists. But the fault, if fault it be, lies in the perverse individuality of academics who prefer their own theories to the tyranny of others. "Theorizing" is a virtue and eventually perhaps there will be a convergence and a consensus will emerge. Though how this might come about Mr Rosenau is as uninformative as Mr Kuhn.

The problem is that although he is aware that scientists have criteria by which they accept and reject empirical hypotheses, he does not specify what these should be in the case of hypotheses about human actions and decisions in the field of foreign policy making. The emphasis on conceptual analysis and the proliferation of conceptual schemes masquerading as "theories" are inevitable consequences, not only of the kind of crass categorization with atoms, but of the criteria of assessment and evaluation. Scientific practice—its procedure of testing through experiment and observation—made sense only in the light of a preliminary knowledge of what would count as an answer. Conjecture is mere conjecture in the absence of any experience, to the evaluative criteria.

The emphasis on the terms of the approach in providing an adequate explanation of why people,

the social sciences, is mistaken, for what is needed is a set of procedures by which theories can be validated and a "scientific" knowledge grounded. Whether this is at all possible for explanations of human action is debatable. But accepting that it is, the development of a crude translation of scientific practice into the field of foreign policy-making is appropriate should at least be discussed. Perhaps other criteria, distinct from those employed in the natural sciences, might be more relevant to human behaviour.

Such criteria may indeed be conventional in nature, in that they are agreed by practitioners and emerge out of practice. But such an agreement necessarily precedes any consensus on theory. Theories are formulated in the light of the tests to which they are subjected. If they are not, and if no such tests are available to the "scientific" practitioner in the field of international politics or foreign policy, then the result is a plethora of "theories" and confusion.

It is and to see in this collection, which spans some 23 years of intellectual effort, no more than slight misgivings on the validity of the "scientific" enterprise. If Mr Rosenau were a branch of the social sciences—in sociology, for example—he might have turned this feeling of unease into a rigorous examination of the application of scientific method to his field. And he might have pushed his philosophical reading beyond Kuhn so much for granted.

Charles Reynolds

Charles Reynolds is senior lecturer in politics at Durham University.

Powers in government

The Government of the United Kingdom: political authority in a changing society by J. R. Bell and Gillian Peele
Weidenfeld & Nicolson, £12.50 and £5.95
ISBN 0 297 77589 8 and 77618 5

It is significant that a new book on our system of government should use in its title the United Kingdom rather than simply Britain, and perhaps equally a sign of the times that it should begin with a chapter on the constitution. Events in the 1970s have made constitutional concerns once again respectable and in this book the authors rightly anchor their discussion firmly in the context of the challenges faced by the constitution in recent years. The discussion of some of these issues, for example parliamentary sovereignty and Europe, violence and the rule of law, nationalism and the unitary state, the place of the referendum, collective responsibility, open government and minority government, is one of the most useful parts of the book.

Although the authors claim at the outset that at times their intention will be a controversial one, on the whole their judgments are safe and well balanced. This is a careful and clearly written discussion of the major aspects of the subject, though inevitably the choice of areas of emphasis is a little uneven. The use of "government" in the title may explain partly why some topics receive rather brief treatment, for example interest groups, voting behaviour and the social basis of politics. In the light of this, the chapter on the functions of government may be overgenerous.

Similarly, while the book is a useful introduction to the study of politics, it is not a book that would be read with pleasure by those who are already well versed in the subject.

cussion of it here well done, two chapters devoted to law, civil liberties and redress of grievance, many aspects of which are well covered in its discussion of areas of controversy and in its use of examples: no small advantage for its readership among students whose political awareness will often go back no further than the mid-1970s. No book in this field can ever quite cope with the speed of change, and the recent abolition by the House of Commons of many of its better known committees obviously came just too late to be included; though their replacements are at least tentatively referred to.

The publishers claim that the book is intended for both the general reader and the student. One wonders whether there are general readers who will want to pursue the subject for almost 400 pages; but for the student there is a solid body of information and a useful survey of the subject. It is a book that might be read with pleasure by those who would put the decline of interest in Parliament rather earlier and by those for whom, at least for part of the 1970s, Parliament was rather more than usually interesting.

Inevitably comparison will be made with books whose titles overtly embrace government and politics and in that respect, some of the criticisms noted earlier may prove a handicap.

R. L. Borthwick

R. L. Borthwick is senior lecturer in politics at Leicester University.

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The racial mix in armies

Ethnic Soldiers: state security in a divided society
By Cynthia H. Enloe
Penguin, £2.50
ISBN 0 14 022229 4

By far the largest number of the world's one hundred and seventy odd polities are multi-racial, and unsurprisingly, their security forces are multi-racial too. But this does not mean that the ethnic composition of these forces reflects that of the population at large. There is a mismatch, with some groups being under-represented and others over-represented.

So far this fact has been noticed only parenthetically. Professor Enloe however has asked an "idiot" question: "Why does this mismatch occur?" It turns out to be a bombshell and it scatters other very important subsidiary questions such as: why does the mismatch vary on the role and performance of the forces, and what effect it has on the ethnic minorities themselves. At first glance the information is contradictory. In one state the predominant ethnic group predominates in the armed forces also—in another, like Syria, a small minority group, the Alawites, has become predominant. In some cases the armed forces maintain their cohesion in the midst of inter-ethnic strife while in the Lebanon they disintegrate into their ethnic components.

Professor Enloe has thoroughly succeeded in unravelling this tangled skein and advancing a number of general explanations. To do this she has invented a powerful analytical concept, the notion of an "ethnic map". Briefly, this maps out at any rate may be deemed to recruit—to the security forces by virtue of a more or less explicit "ethnic map" on which they locate the various ethnic groups in their society according to their estimated political reliability and political resources. When their prime consideration is to recruit elite troops, their ethnic map will locate so-called "martial races"—sub-groups who are deemed to be both of high fighting quality and political reliability. When their prime consideration is to recruit rather than quality and numbers and

cost become pertinent, they will have to weigh up the availability of certain ethnic groups against their political reliability. Furthermore in this selective recruiting the ethnic groups' self-perception may itself change, some such groups becoming more or less self-conscious or more or less politically loyal.

This is merely to summarize the author's preliminary line of attack. From this point on she pursues her inquiry into special forces like air forces, navies and the police, as well as in armies; into situations when the military acts as the sustainer of public order as well as when, through a coup, it acts as a subverter. She also traces the alternating rise and fall of ethnic considerations in any individual state over time; and the different patterns of ethnic recruitment and its consequences as between one state and another. This extremely wide-ranging inquiry is conducted with great economy in the compass of some 120,000 words—a remarkable feat in itself.

There are a number of matters on which I find myself dissenting from the author and others where, without altogether dissenting, I find myself sceptical. I think I shall not be the only reader to be surprised at the assertion that "the English are credited with creating the first modern police force" (France, Prussia, Spain?); or at the (too cursory) account of the pre-1929 origins of the English constabulary. I think her analysis of the concept, and whether it is introduced to heighten soldiers' participation or merely to supply cheap manpower, would have benefited from studying the advocacy of conscription on the German model that was being conducted by many English observers, like Spencer Wilkinson, at the turn of the century; or even better perhaps the great debates in France after 1871 over the same issue and the subsequent forging of the concept of *L'Armée Saintes* in that country.

Sometimes, too, Professor Enloe is so engrossed with the importance of her theme as to relegate to the sidelines what appear to be the more salient issues—class cleavage, for instance. In another context she suggests that military coups are never less interesting from an ethnic approach than the general

state of the "military/ethnic approach". From "an ethnic approach" it may well be true that can hardly dislodge as "less interesting" or "less important" such consequences of a coup as the destruction of a country's civil liberties, its decline or revival of its economy, or a revolution in a regional balance of power. Happily, for an author so single-mindedly intent on pursuing the ethnic connection, there are remarkably few and the last impression I want to create is that this is simply another ephemeral product of the race-relations industry. On the contrary, it is and will remain a model of how research into this field ought to be conducted.

In the first place, the work is wholly original. Nobody, to my knowledge, has hitherto conducted a systematic examination of this theme, and in the course of doing so, Professor Enloe convincingly demonstrates how important it is, a hitherto neglected aspect of military formation and the military role. Furthermore, it is genuinely comparative. Its range of examples, from the USSR, from the industrialized countries to those of the Third World. Such a proliferation of climates, states, military formations and races could easily have daunted or muddled a less capable mind. What particularly impresses me is the cool analytical rigour with which Professor Enloe is able to analyse, systematize and to generalize her way through this great mass of information—and, too, the grace with which she does so.

Finally, one has only to look at the critical apparatus and the number of scholars she consulted when the documentary sources were so clear or inadequate to see how painstakingly she applied herself over five years, to accumulating her material. Certainly this is a most impressive achievement, and it is a pleasure to recommend this most original and well-conducted piece of research into civil-military relations that has come my way for a decade.

S. E. Finer

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The problems of peace-keeping

The Challenge of Peace
by Kurt Waldheim
Weidenfeld and Nicolson, £7.95
ISBN 0 297 77586 3
United Nations Peace-keeping 1946-1967 documents and commentary, volume three
edited by Rosalyn Higgins
Oxford University Press, £30.00
ISBN 0 19 218321 4

Kurt Waldheim's book is a discursive and informal account of the life and work of the Secretary General of the United Nations and of the issues in which the United Nations was involved during his office. There is nothing particularly informative or inspiring in this popular account. It has been written to promote a greater understanding of the role of the United Nations and its Secretary General. Though he has learned to live with the frustrating limitations of his power, he wants the media and people generally to understand these limitations so that they might expect less.

Waldheim's academic and career background are in a traditional sense: law, the post-war and diplomacy followed by politics. But perhaps it is the Secretary General's background in philosophy and behavioural sciences he might have delved more deeply into the issues of the United Nations. For example, Waldheim states that "For different reasons and at different times, their holder side wanted United Nations' intervention". Someone not committed to traditional settlement processes, could not have offered a different view of the need of parties to a conflict. Can an author who is not committed to a position in which it must accept a judicial settlement or a

compromise that may be the outcome of adjudication, mediation or conciliation? Should not the role of the third party be non-judgmental, non-coercive, non-persuasive and designed to assist the parties analyse their relationship in a non-bargaining framework with a view to arriving at a resolution of their conflict?

Waldheim considers peace-keeping, as distinct from intervention or peace-making, as a major activity for the future. But peace-keeping merely freezes conflict, and at best leads to stalemate at high cost. We need to, and we can do better. The knowledge is available but has not yet been applied.

Rosalyn Higgins's third volume of UN documents deals with UN intervention in the Congo, 1960-64. Like her two previous volumes on UN peace-keeping operations, it contains all relevant UN documents together with appropriate and restrained explanation. It provides invaluable material for the researcher, and so the same time is a most readable account of an operation with which we are all familiar, but on which we are mostly poorly informed. The fourth volume, dealing with the Balkans and the Cyprus Force is still to come. One hopes that there will be a fifth, that will draw together the threads and examine UN experience in depth.

The approach is functional, with sections on the enabling resolutions; legal and conditional basis; control mechanisms; administrative treatment; and implementation. Separation is given to the UN's status as participating, the host state as states that took a particularly active part in the Security Council or in the Congo itself. A full picture emerges, though at the expense of some repetition of documents and comments, and sometimes it is difficult to perceive the chronological

sequence of events. An historical treatment, followed by comment under the functional headings, might have been preferable.

The UN commitment to the maintenance of "the territorial integrity and the political independence" of the host state emerges clearly, together with its associated problems. Secession is a dirty word, especially with the Soviet Union. The UN documents are strong state-centric. No one seems to question that state authorities—whether representatives or not—have the right to expect exclusive recognition and assistance, whereas regional factors do not. The distribution of ethnic groups, the future of UN interventions of this kind must be thrown into doubt.

These documents and commentaries will be invaluable to the student working within the UN's central notion of which the integration, boundaries, sovereignty, rights and obligations of majorities and minorities within a state, are part of this system of thought. They will not, however, provide answers for the student interested in the problems that led to requests for intervention, for example, ethnicity, regional identity, culture, and language—all of which tend to be down-graded when situations are defined in terms of "territorial integrity". Nor will this history be helpful in examining alternative means of resolving problems, though the frequent ability of the UN to intervene when the tragedies that occur does suggest that intervention is badly needed.

W. Burton

Dr Burton is reader in international relations at the University of Kent.

Tyrannies all

Tyranny and Legitimacy: a critique of political theories
by James S. Fishkin
Johns Hopkins University Press,
£25.00 and £2.75
ISBN 0 8018 2206 8 and 2256 4

It is really necessary to devote even a short book to defend the principle that "Horns—especially serious ones—cannot be justified when they are entirely avoidable by every-thing?" Professor Fishkin thinks that it is necessary because this principle of "non-tyranny" is violated by all currently popular political theories (by which he means normative or justificatory theories of government). Whether we call them theories of legitimacy, procedural principles of justice, or structural principles such as Rawls's theory of justice, or absolute right principles such as Nozick's theory (that we are entitled to do whatever does not violate the rights of others), we run into the objection that the consistent application of such principles is tyrannical. Fishkin's conclusion is that political theorists must stop and think again about their ultimate criteria for making such choices.

Although the author starts off with the example of Idi Amin ordering the expulsion of Asians from Uganda, the book discusses few concrete examples of tyrannies. This may not matter for Fishkin's purposes, but it should be noted that he interprets his principle of non-tyranny so that it covers the omission of acts, which could be justified by severe deprivation of resources. On this basis, he argues that all governments are tyrannical because they all fail to relieve, some avoidable, suffering. This is no mere terminological point: Fishkin uses the fact that certain states of affairs are not ruled out by his principles as a criticism as a prime weapon against the principles.

Fishkin fails in another way to capture the normal concept of tyranny by concentrating on the omission of severe deprivation, which is not the usual application of principles without exceptions or qualifications. Such fanaticism may be a form of tyranny but it does not relate to the arbitrary and often entirely unprincipled behaviour which is more commonly

associated with the idea. Fishkin deals competently but unoriginally with the familiar problem of the "tyranny of the majority" as his example of the inadequacy of a purely procedural principle for protecting the interests of minorities. He also has little difficulty in pointing to the moral disgrace which would be legitimized by anyone doctrinaire enough to attempt to put Nozick's theory of justice into practice. He is less successful against Rawls, whose theory does contain very clear efforts to protect the interests of everyone by insisting on the "lexical" priority of equal basic liberty, a principle which must be satisfied before his now famous "maximin" principle applies. Fishkin's basic objection to structural principles such as Rawls's is that they can offer no reason why we should not shunt individuals from one position in society to another, thus inflicting severe deprivations on those well-off persons who are arbitrarily allocated grossly inferior positions in a justified overall structure. But if such deprivations are felt to be important, I see no reason why the (surely rule-governed) procedures for making such switches should not be subjected to the scrutiny of the maximin principle.

Perhaps the most important contribution of this lucid if slightly disappointing book is the discussion of what is to count as severe deprivation. Fishkin presents an analysis in terms of essential interests which incorporates both the intensity of individual preferences and normative standards of subsistence and life chances. However, the issue does seem to be judged in that a careful reading of the relevant passages has not made it clear to me that he is able to exclude outlandish personal preferences as contributing to what counts as severe deprivation. Counted may therefore result from a government's failure to satisfy my insatiable desire for marshmallows. If this is so then we have a further weakening of the practical relevance of Fishkin's critique.

T. D. Campbell

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Turkish democracy

Democracy and Development in Turkey
by C. H. Dodd
Sage Press, £9.50 and £4.95
ISBN 0 906719 01 1 and 00 3

When they wish to cheer themselves up, Turks are apt to remind themselves that their country is unique among the states of the Muslim Middle East in operating a secular, multi-party political system. However, their commitment to democracy is currently passing through its severest test, as a tide of political terrorism turns streets, factories and classrooms into battlefields, and a spiralling inflation and unemployment threaten the country with total economic collapse. Unfortunately, students of Turkish politics by the absence of up-to-date reading. Professor Dodd has now met this need with his concise and illuminating survey.

It begins with a brief summary of the historical background to modern Turkish politics, and of the social, economic and institutional structure within which Turkish politics must operate. The description of contemporary social and economic change is particularly valuable, since this is an element which has been generally lacking in earlier studies of modern Turkish history. Professor Dodd is a political scientist, rather than an historian, and he brings to his second chapter, on the political legacies of the Ottoman past, a perspective which is both useful and original.

The main part of the book outlines the major features of the political system, with chapters on political structure and political culture, on parties and voting, and on the most important extra-parliamentary groups of political actors—the military, the bureaucracy, trade unions,

employers' organizations, and students. The constitution is not neglected but it is, quite rightly, given less emphasis than the formal institutions of politics. The behavioural approach is not without its defects: many of its judgments, for instance, must be based on survey data which, as Professor Dodd admits, are not always reliable. Accordingly, he supports his arguments with other evidence of a more general character.

Is Turkey a democracy? Can it continue to develop economically under a liberal political system? These are the questions the author sets himself in his final chapter. On the first score, he decides that Turkish government is democratic even though it lacks the essential democratic features of "custom, prejudice and long established economic and social connections influence voting, and other expressions of political interest, more than in most liberal democracies of the western world" (page 198). On the second question, he meets the argument for more authoritarianism by pointing out that, in the Turkish case, the economy has, in general, grown fast and under multi-party government, and that the demands of the electorate are not necessarily different from those of the economic planners.

Even if more pessimistic readers may agree with all his conclusions, they must admit that Professor Dodd has presented us with a clear, and balanced guide, mercifully free of the exotic jargon which infests the prose of most writers in this field. It relies primarily on secondary sources, but is none the less valuable for that. It is a completely readable, as well as readable and objective study of an important, if sometimes baffling topic.

William Hale

Dr Hale is lecturer in Middle East politics at Durham University.

A formidable, flawed figure

Pakistan under Bhutto 1971-1977
by Shahid Javed Burki
Macmillan, £15.00
ISBN 0 333 25673 5



Developing nations' politics are often presented by the right and the left in the form of a morality play. There is something to be said for this, but it is useful to be reminded that most Third World leaders see politics mainly as a mundane struggle to stay in power. In this solid volume, Shahid Javed Burki has managed to convey this and a good deal more besides.

He writes as Machiavelli might have done if he had studied economics and policy studies in Harvard. Part of the time we are peering over Bhutto's shoulder as he feints and manoeuvres in the thick of the power game. Then the author takes a step back and becomes a biographer offering a cold-eyed assessment of his man, in this he avoids the simplistic views that so often creep into studies of "leadership" by showing that a leader's traits and actions are linked not only to his personal development but to economic and social conditions as well.

Burki provides a helpful summary of Pakistan's post-independence history up to 1971 when Bhutto took power. He then, in his treatment of Bhutto's years in power, he is especially strong on the interplay of politics and economics. This is done subtly, without the all too common use of economics to unveil the "real" forces behind political action. He shows that when power is highly centralized in one person's hands, as it often is in less developed countries, politics can dominate economics. By ranging so widely, Burki is able to capture the essence of the story in Pakistan's tumultuous history. Here is a country assailed by misfortune from the start, badly divided by much more than geography, without strong parties or institutions to knit it together. It is a country assailed by misfortune from the start, badly divided by much more than geography, without strong parties or institutions to knit it together. It is a country assailed by misfortune from the start, badly divided by much more than geography, without strong parties or institutions to knit it together.

We follow Bhutto "as he feints and manoeuvres in the thick of the power game".

The author is particularly effective in explaining how successive leaders and regimes shifted from one political base to another and contributed to Pakistan's already severe difficulties, or achieving some sort of equilibrium among various social groups. Over all of this looms the formidable flawed figure of Zulfikar Ali Bhutto. He was better equipped than any leader Pakistan has had to help the nation develop some sense of direction and cohesion. He understood the need for substantive political organization and yet he so overcentralized power that his organization withered. He understood the role of ideology in political movements and yet he held back from the ideological commitments that were needed to give his regime

a sense of purpose and a firm power base. The vagueness of his populism, his vanity and naivety were essentially his undoing. In this he offers parallels to so many leaders in the new nations: Nkrumah, Bandaranaike and numerous others. This book should be required reading for India Gandhi. The unfulfilled radical promises, the inconsistency between urban and rural policy, the shift from radicalism to ad hocism, the destruction of an old system with nothing to take its place, the drift into purposelessness—it is all here in Bhutto's Pakistan.

The book has its weaknesses. What the author sees as his central conclusion, that the changes which Bhutto wrought in Pakistani society carried the seeds of his political destruction, remains unproven. The evidence offered can also be read to show that Bhutto's tactical miscalculations caused him to fail. Burki offers two rather different versions of his "main purpose" and at times uses terms like "class" loosely and crudely. He is occasionally given to overstatement and to wrongheaded aphorisms. My favourite is "Astute politicians do not take decisions in uncertain conditions" (page 172). Politicians, astute or otherwise, often have little choice but to act in the face of uncertainty. Nor is Burki fully aware of the great and perhaps decisive importance of Bhutto's failure to build a solid political organization. He even shares some of Bhutto's naivety about what it takes to build such an organization. This naivety and the failure that attends it is a common affliction among populist politicians, from J. J. P. Chaudhary to Albino, and deserves study. But despite all of this the book deserves a hearty welcome. It is well worth the time of anyone interested in human frailty and the exercise of power in the absence of strong institutions.

James Manor

Dr Manor is lecturer in politics at Leicester University.

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US relations with China

The United States and China in the Twentieth Century
by Michael Schaller
Oxford University Press, £6.95
ISBN 0 19 502598 9

This is a study of American relations with China during the nineteenth and twentieth centuries with the main attention on the period since 1937. It summarises in a readable way many recent works on this subject including the author's own longer study entitled *The United States' Crusade in China 1911-1945* (1979), which are listed in selected additional readings for each of the nine chapters. It has a useful double spread map and some excellent illustrations.

Its theme is the puzzling shifts which have occurred in diplomatic relations between the USA and China from the time of Theodore Roosevelt's characterization of the Chinese as an "immoral, degraded and worthless race" to Truman's recognition rather belatedly that the Chinese, Kungs and Soongs "were all thieves, every last one of them". The USA shared with the rest of the major industrial nations the false belief that China represented a vast market in which they could hope to find a ready sale for their manufactured goods. This idea was accompanied by another equally false that China had become a mighty world power which offered a serious threat to the USA abroad. Later these myths were overlaid by the belief that China was completely under Soviet control. The author indicates the American statesmen and

China experts who subscribed to these false ideas and did so much damage thereby to the interests of both countries, leading ultimately to the disastrous American policy in Vietnam.

There were, of course, some brilliant exceptions. General Stilwell did not share the commonly held American belief that Chiang was the great hope for the salvation of China, characterizing him as a "stupid little ass" and nicknaming him "Peanut". But even he never fully understood the Chinese revolution of 1949, and Kennan was almost alone in believing that China would not be under Soviet control because of nationalistic elements in the Chinese Communist Party would limit Soviet influence. Nixon's concern to play the China card in order to concentrate resources on the defence of Western Europe is clearly shown as the foundation for the present American policy towards China.

There is an excellent brief account of the way in which the American foreign service was "corrupted and gutted" by the campaign associated with Senator McCarthy from 1950 to 1954 which the author describes as "draping a pall over US-China relations which lasted until 1971". There is a very useful summary of the review of American defence policy ordered by President Truman in January 1950, which emerged as National Security Council document 68. It predicted a "long-term confrontation between the 'free world' (led by the US) and the communist camp (led by

the USSR)", calling for a tripling or quadrupling of United States defence expenditure, which became almost immediately politically impossible when America was involved in the Korean War.

The author says "it is no hard to understand China's intense hostility to the United States, given that the latter had so consistently demonstrated its hostility to China. The study of international relations has in recent years moved out of the narrow limits of diplomatic relations in which it is mainly confined. Diplomacy and foreign policies are increasingly seen to have been shaped by many other kinds of relations between countries. But in the case of China during most of the time covered by Professor Schaller there were very few active relations other than diplomatic ones and policies were formed against a background of popular beliefs that had been handed down from earlier times. The most recent opening up of China to a multiplicity of contacts with people of other countries is the concluding note of hope of this work.

It is a useful text for an introductory course in modern Chinese history and international relations, although unfortunately the romanization of Chinese names and terms is not used.

Maurice Hookham

Maurice Hookham was until recently senior lecturer in politics at Leicester University.

Portrait of a wonder-worker

Jawaharlal Nehru: a biography, volume two, 1947-1956
by Sarvepalli Gopal
Cape, £15.00
ISBN 0 224 01621 0

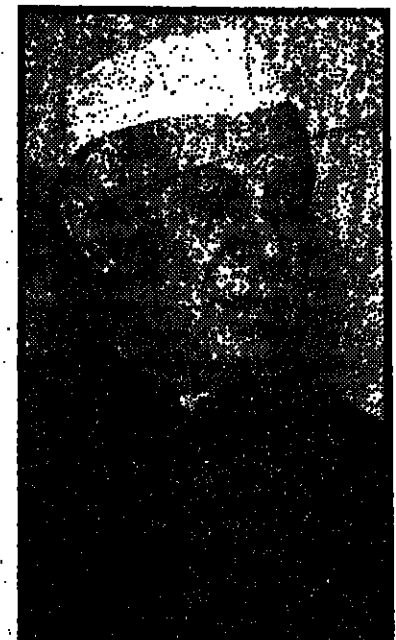
Professor Gopal rightly describes his book as both a biography and a history of the first years of free India. The book as it stands, however, has more the flair of history than biography and deserves a distinguished place among the histories of contemporary India. Based on a large variety of sources including the private papers of Nehru, (which are examined thoroughly though not always perceptively) it makes a valuable and solid contribution to the history of independent India.

The book focuses particularly and at length on Nehru's international relations, and brings into the open a host of new facts which generally reinforce, rather than contradict or dislodge, the existing views on India's relations during those years with the United States, Britain, the Soviet Union and China. The Indian-American relationship, with the strain put on it first by the Kashmir question and later by Dulles's distrust of India's neutral stand, receives by far the best treatment. Gopal quotes Nehru in support of the view that in the mid-1950s the United States "was seeking to contain India by building up Pakistan".

Gopal gives an authentic account of how and why India joined the British Commonwealth, and refers to Nehru's "revolutionary" idea of Commonwealth citizenship which did not get support from the other prime ministers of the club. India's willingness to join the Commonwealth and to remain on intimate terms with Britain and the United States is mainly attributed to the hostility of Stalin's Russia towards India up to 1950. Gopal displays an equally high degree of perceptivity in assessing India's role in the settlement of the Korean War, in the holding of the Afro-Asian Conference at Bandung, and in the diffusion of the Suez crisis. He offers a fairly plausible explanation, based on impeccable evidence, for India's delayed reaction to the Russian intervention in Hungary.

His perception, however, becomes slightly blurred when he comes to Sino-Indian relations. Not only does Gopal not offer any new insight into this subject, but he tends to revive the naive view that the Sino-Indian relationship might have taken an entirely different turn had the Indian officials conceded to China, in the first place, a "sovereignty" over Tibet. This exercise in semantics would in fact have made no difference when Nehru had already admitted that Tibet was Chinese territory.

Again, Gopal revives an old argument that India should have joined the first place, a "sovereignty" over Tibet. This exercise in semantics would in fact have made no difference when Nehru had already admitted that Tibet was Chinese territory. Lacking in his grasp of the essential Nehru, Gopal is thus at a loss



Jawaharlal Nehru

on the delineation of the Indo-Chinese borders at the time of the signing of the treaty of friendship with China in 1954. He is unduly harsh on Panikkar (then India's ambassador to China) whom he holds personally responsible for this remissness. From the evidence available on this subject, however, it is quite clear that the Indian thinking at the time was against opening a discussion, and much as Nehru would have liked the initiative to come from the Chinese, he himself believed that there was some advantage in India not raising the issue herself.

The excellences of this book as a contemporary history is somewhat marred by Gopal's disregard for chronology, his scanty treatment of India's domestic problems, and the allusive style of his narrative as evident from the haphazard and incomplete construction of events. The general reader will find this book hard to follow.

The biographical quality of this book is perhaps impaired by the author's uninvolved, rationalist approach to Nehru. Gopal does not seem to exhibit the insight and empathy necessary in order to bring to the fore Nehru's inner personality. Underneath Nehru's self-contradictory behaviour and statements lay a basic consistency which Gopal has not succeeded in fathoming. Instead he has relied on statements made by Nehru on different occasions. As a result, we find a variety of Nehrus enmeshed in many different situations, often only tenuously related and sometimes not at all.

to discover the motives behind Nehru's various acts and attitudes. He does not, for example, find the real motive and intention behind Nehru's occasional threats to resign from his office. It is not explained why during a certain period Nehru appears to go all out to willing to go to war with Pakistan, if only to be suddenly agreeable to holding a plebiscite in the whole of Kashmir. Nehru's objectives behind his friendly overtures to China remain concealed; the enigma of his late hate relationship with the British and the Americans is not explored. And so on.

The obvious flaws in this biography, however, are in great measure redeemed by the offering of numerous extracts from Nehru's correspondence and notes, which particularly give insight into the characters and personalities of some Indian luminaries and their association with Nehru. Gopal offers some brilliant portraits of Nehru's colleagues and friends. Most notably, he exposes the cunningness of Krishna Rao, the elusiveness of the cunning Rajagopalachari, the medieval outlook of Rajendra Prasad, the woolly-mindedness of the cross-grained Jayaprakash Narayan, the naivety of the overbearing Mountbatten, the idiosyncrasy of Minister Kaul, the secret ambitions of Sheikh Abdullah, and K. C. Chatterjee and the cynicism of M. K. Mathai (Nehru's stenographer with no education but great influence on Nehru). At the same time the great note of Sardar Patel and the loyalty of Rafi Kidwai receive due credit. It took all sorts of men to make Nehru's team, and though some of them were obviously not fit enough for the job they held, Nehru was too human to abandon his old friends and colleagues who were now inflicting their will on him. But in Gopal's opinion this was a "tribute to the man, but not to the Prime Minister".

In his surprising chapter Gopal gives us a good measure of Nehru's personal personality. Though a man firmly enclosed within himself and overburdened with too many duties task of building a new India, Nehru gave his limited attention to a larger area of the national consciousness than the mere office of prime minister warranted.

To a large number of all things, Nehru was a wonder-worker. In trying to live up to their expectations he led one of the busiest lives of his time.

B. N. Pandey

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Discussion in the House of Commons 1974-79
by Philip Norton
Clarendon Press: Oxford University Press, £18.50
ISBN 0 19 827430 0

Mr Norton has established a corner for himself in the analysis of dissenting votes in the House of Commons. He has already published a compilation of such votes in the period 1945-74 and a more detailed account of dissent in the Conservative Party during Mr Heath's time as Prime Minister. Now he presents the next batch of evidence for the years 1974-79.

Dissenting votes are defined as those in which some members of the Government or Opposition parties vote against the advice of their Whips. As far as I can see Mr Norton does not consider variations in the weight of the advice issued by the Whips. Three-line whips on a major question are not distinguished from two-line whips on a motion nobody cares about very much. Nor does the author examine the phenomenon of voting as such: why does the House of Commons vote so often? Does not voting serve as ritual and demon-

stration just as much as a decision-taking procedure? What is the significance of the fact that the Commons does not as a rule seek consensus on government measures, even when there is a *solo* vote understanding on both sides that a particular bill is needed? Questions of this kind need to be raised if we are to make sense of something as complex and elusive as the behaviour of individual Members of Parliament in respect of its impact both on parties and their cohesion and on the working of the House itself.

There are few signs, however, that Mr Norton is deeply interested in such subtleties. He proceeds with the remorseless concentration of a heavy tank. His method is to list all eligible votes during his period (1974-79), to provide a short summary of what the motions voted on were about, and to add the basic facts about who from the two major parties dissented. This yields a slab of 423 pages followed by just under 50 pages of concluding commentary. This is the only part of the book which is readable in the conventional sense.

There are many sensible observations in the conclusions to this volume and Mr Norton has certainly demonstrated that more attention

The Defence of the Realm in the 1980s
by Dan Smith
Croom Helm, £14.95
ISBN 0 85564 873 6

There is a deplorable lack of public debate on defence policy in Britain. Perhaps this reflects a consensus among civil servants, and military and political decision-makers on a policy that allows defence to one of the few areas of public expenditure to be increased at the present time. But the policies that are laid down today will have effects lasting into the next century, so it is not the least merit of Dan Smith's book that he discusses defence in terms intelligible to both layman and expert. Although clearly holds radical convictions, this is for the most part a sensible account of the main issues.

Mr Smith discusses the nuclear deterrent, Nato and foreign policy, balanced armed forces and the defence budget, but neglects civil-military relations. As a well-known CND activist he argues predictably against any attempt to renew the nuclear deterrent when the present force expires in the early 1990s. But he points out that if the decisions have to be taken now, they may have been taken already. As for the commitment to a future Labour government will be able happily to implement decisions taken by a Conservative administration to the embarrassment of neither and the satisfaction of both. But surely the cost, the choice of priorities for the delivery system, the implications for foreign policy and other parts of the defence budget, the moral question, and, above all, the consequences of the failure of deterrence are out for public deliberation.

Mr Smith provides an adequate summary of the arguments but fails to appreciate that an independent nuclear deterrent is a blunt instrument suitable only for broadening in the unlikely last resort. But the last resort is precisely what most people care about and what they are willing to pay a high premium to prevent. A second point that Mr Smith fails to acknowledge is that possession of nuclear weapons gives a firm foundation for an independent British foreign and defence policy whether within or without an alliance.

Without British (and French) independent nuclear weapons the super-powers could fight what for them would be a "limited" nuclear war in Europe, but which for Europe would be tantamount to the holocaust. By their independent possession of nuclear weapons Britain and France could threaten to escalate to the strategic nuclear level and thereby hope to stay the hand of the super-powers. Mr Smith is clearly ambivalent about NATO. While he would like

Britain to withdraw and to follow a non-aligned foreign policy he knows that there is little support for such an option. He therefore proposes a partial disengagement from the alliance on the lines of the French or Norwegian position. Britain should concentrate on conventional defence of these islands on land and sea and, to a lesser extent, in the air. The United States bases should be abolished and the continental commitment curtailed as far as possible. This is an attractive option, worth considering, especially if it would lead to substantial defence cuts, the military deindustrialization of Britain, a more independent foreign policy and a foreign economic policy entirely free of the constraints along the lines suggested by the Brands Commission. Mr Smith encourages such thought besides giving an excellent review of some of NATO's problems. However, he fails to appreciate the remarkable aspects of the alliance: its longevity and extent of willing cooperation.

Whether in or out of the alliance, or merely disengaged from it, the cost of new weapons systems to fulfil familiar functions is rising. Mr Smith demonstrates the irony of discounting inflation, it will cost more to do the same. British commitments are forever outstripping the resources available, no matter how drastically the commitments are cut. "From the continental commitment and the presence in Northern Ireland the possibilities for geographical cuts are virtually exhausted. We are thus faced with relinquishing the idea of a balanced force. The Navy has a clear role in defending islands and policing oil fields but many defensive tasks performed by aircrafts can now be handled from land or sea. Severely cut the RAF might no longer merit an independent existence. With new technologies, the conventional warfare advantage on land and in the air savings in favour of the defender and thus the Army can adopt a strong static defence posture and possibly a more militia-type orientation and so too can the French and West German armies. Thus the continental commitment could be greatly curtailed to essentially a political gesture. The alternative, as Mr Smith demonstrates, is dangerous over-commitment or a huge increase in the defence budget in real terms.

It is clear that there is much to discuss and Mr Smith's book is an interesting, provocative and reasonably fair account of most of the major issues. The great lacuna is the deliberate abstention from discussing civil-military relations and his greatest failing is a surprisingly unimpressive discussion of disarmament and arms control.

A. J. R. Groom

Dr Groom is reader in international relations at the University of Kent.

Votes cast against the party line

should be paid to dissent and an increase in quantity may take place without challenging certain basic notions of party and of constitutional relationships.

Mr Norton's principal conclusions seem to be that the extent of dissent is sufficient to justify some reassessment of the conventional picture of Executive dominance over the Commons, and, secondly, that the thesis of adversary politics may be faulty. I find it hard to agree with him. I accept that Governments now encounter rather more obstacles in regularly carrying all their troops with them. But it seems to me that recent experience reflects very much the peculiar issues which dominated the 1970s as well as a weakening of party leadership, especially in the Labour party, during that period. I do not think that the degree of dissent occurring after 1974 yet represents a serious challenge either to the mode of two-party competition or to the dominant view of how parties in such a relationship should be internally structured. There is still a firm rejection of what can be called bargaining or coalition politics, that being the principal alternative to what I and others have characterized as adversary politics.

The election of 1979 appears to have confirmed the traditional preference for adversary politics. Managing the two parties may well remain a more difficult task than it

was twenty years ago, but my expectation is that dissent of the kind recorded here will retain symbolic value for a minority of Members of Parliament rather than build up to a serious reappraisal of the terms on which parties and their leaders should be related and on which the House of Commons in turn should relate to the Government.

In conclusion I must refer briefly to the major part of this book, the catalogue of dissenting votes. At first I felt that it must be useful as a source of research material. On reflection I am not sure that this is so. Most of the entries make little sense as they stand: to grasp their political significance in the history of the past few years one would have to do a great deal of research into each individual case. This suggests that in fact a much more compressed list of votes would have served Mr Norton's main purpose just as well. As he continues this work into the future I would urge him to put more emphasis on explanation and analysis and to present much of the factual record in tabular form. This might even have the advantage of getting the price of his work down to a level tolerable to the private purchaser.

Nevil Johnson

Nevil Johnson is a fellow of Nuffield College, Oxford.

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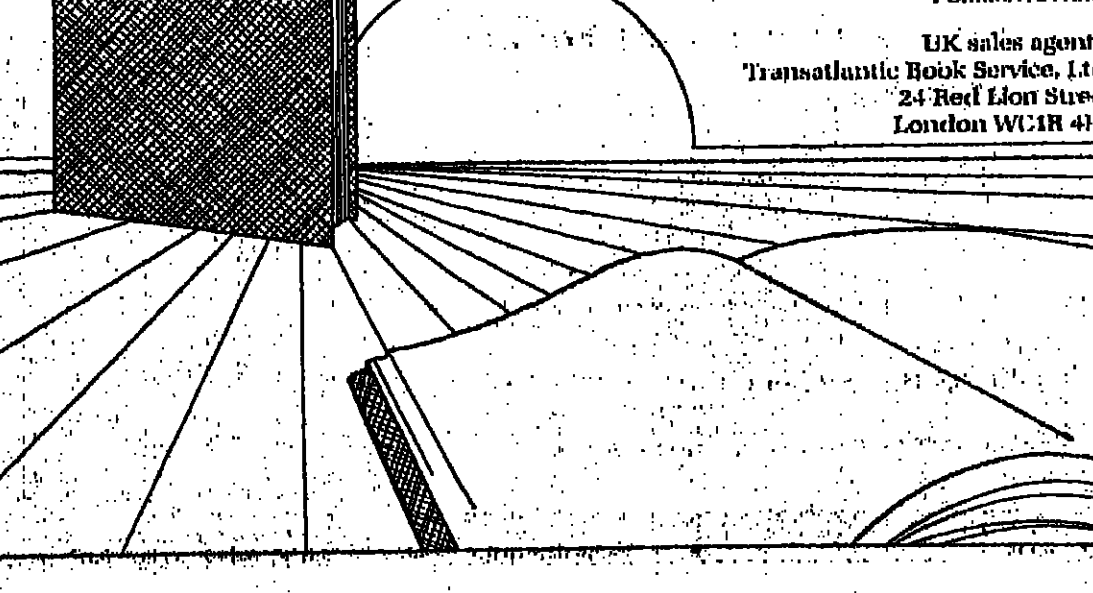
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International

Rules of the election game

The Presidential Contest: With a guide to the 1980 race

by Richard A. Watson

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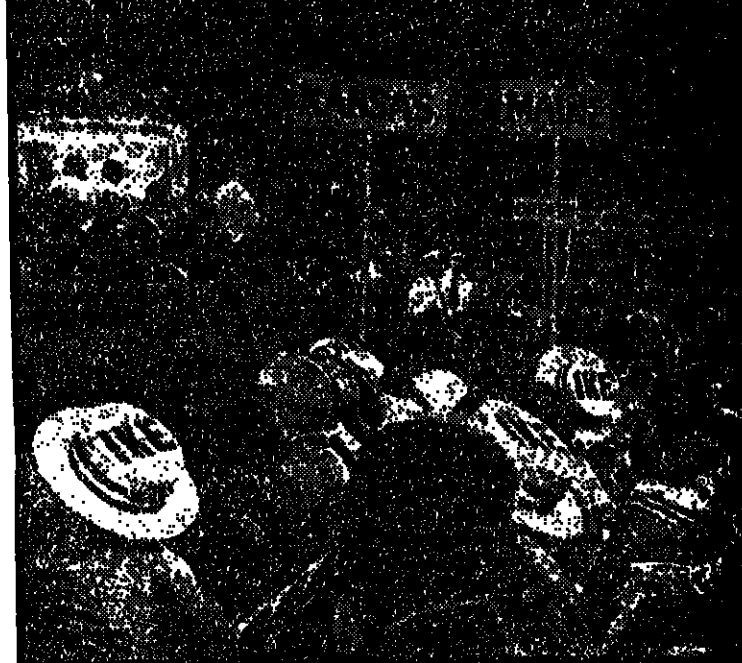
ISBN 0 471 05642 1

Thanks to the Brookings Institution, the American Enterprise Unit and other benign sponsors, there now abound detailed studies of that unique combination of chess, poker and astrology known as the American presidential election. This book is not one of them; rather, it is a manual which concisely covers, in logical sequence, the rules, the campaign and the voting for both the nominating and electoral stages. Here, so to speak, are the board and the pieces, the rules and the chips, together with some exemplary gambits and end-games. The author's personal evaluation of the game occupies a mere 15 pages, but he appends a handy 30-page guide to the current 1980 contest.

What are the virtues of this primer? First, it accords the weight due to the nominating process: overdue, one might say, since it is this phase of the struggle that increasingly attracts public attention. Whereas fewer and fewer Americans vote in the final election—only 54.4 per cent of those eligible in 1976—the number of those participating in presidential primaries has more than doubled (from 12 million to 26 million) over the previous eight years. Such beauty contests, the author suggests, are now the recourse of three fifths of the states not least because the parties' regulations for the conduct of the caucus/convention method make this alternative mode of selection too complicated.

When their favourite has not won the nomination, does this "selectorate" then, lose interest? Is the whole business too protracted, too elaborate? Mr Watson is not sure. While applauding in principle the increased "democratization" of the winning process, he detects excessive personalism, as distinct from (say) regional, coverage by "pack journalism", and fears that too much of the influence wrested from the party professionals has passed not to the amateur but to the media.

A second virtue is that this author's information really is up to date. He steers us confidently through that complicated series of recommendations whereby three successive Democratic committees recently rewrote the rules governing the composition of their party's



Republicans rooting for Ike at their national convention in 1952.

national convention. Reshaped almost beyond recognition, the convention is now a body compiled with great reverence for both electoral fractions and social canonicity. Yet, as their chief of McGovern showed in 1972, the Democrats may remain just as much at risk as their comparatively unreformed rivals (remembering Goldwater's fate in 1964) if they thereby produce a standard-bearer whose unacceptability to rank-and-file supporters provokes mass defection.

Up to date also is the book's treatment of the money problem. In the past decade federal laws governing campaign expenditures and contributions—a nice but important distinction—have been made and revised. These expanded and complicated episodes of amending and rewriting, in one of which the United States Supreme Court itself was involved, have made public funds conditionally accessible to the presidential contestants, fully so in the general election, partially in the primaries. Of this novelty both Carter and Ford availed themselves in 1976, with consequences which are still debated.

One does not lightly criticize a

political process which has moved to the White House some excellent men and very few villains. Nevertheless Mr Carter's slogan, "Why not the Best?", deserves the most literal scrutiny. Why not indeed? Richard Watson, like other observers, was radically to purge the electoral college ritual of its inherent distortions while proffering the urgent reasons for stopping short of a single national primary. Here is one weakness in a system which, after all the quadrennial ballyhoo, looks like leaving Americans in 1980 with no final alternative to the incumbent but a neo-populist, generational entrepreneur who has been "available" since the late 1960s. If the United States President, indeed the leader of the free world, dare one suggest that they might save themselves a mull of trouble and expense by submitting the problem of selecting him to us Europeans?

Vivian Vale

Vivian Vale is lecturer in politics at Southampton University.

America's political processes

The American Political Process

by Alan R. Grant

Heinemann, £8.50 and £3.95

ISBN 0 435 33355 3 and 33356 1

The Nature of American Politics

by H. G. Nicholas

Oxford University Press, £4.50 and £1.95

ISBN 0 19 289107 3 and 219121 7

Alan Grant has written a standard text book, intended for American students, in its simplicity and clarity of presentation, in its awareness of current issues and developments, and in its skilful use of illustrations and diagrams, it is likely to prove a valuable source of information for many new students of the subject. The author follows the most familiar subject divisions of American Government texts, gives good general descriptions of American political institutions, and includes details of changes in the system up to 1976. Each chapter, too, contains a comparative analysis of corresponding elements in the British political system.

Grant may have defined his readership too widely. The scope and presentation may make the book more useful for students in schools than in higher education. First, there is a perhaps inevitable preference for detail at the expense of analysis. This can be well illustrated from the sections on elections and parties. A generally accurate description of the details of public financing of presidential elections begs important questions, both about the principle itself and the likely general effects.

The discussion of the new rules and strategies involved in national convention delegate selection surely demands more comment on their implications for party democracy and political representation. The book's weaknesses are, however, literature

ture; there is disappointingly little reference to major recent studies of electoral behaviour in assessing voter decision-making, and important party development studies are ignored when Grant evaluates the history of the American party system. The tendency for factual spoon-feeding, combined with the sometimes excessively elementary comparative discussion on the political systems of the USA and the UK, may lessen the book's potential for success at university level. It delivers information, but lacks unifying interpretative themes. We should be told more of the American "historical" cultural, constitutional and social experience, which Grant recognizes is central to an understanding of the nature of the American political process. In assessing America's road from the Declaration of Independence to present-day political realities, the book occasionally gives us signposts for the route but no explanation for its direction.

G. G. Nicholas offers us a refreshingly stylish and accessible "extended essay" that does indeed attempt to explain the distinctive (and often costly) characteristics that make American government possible. In view of the familiar and extreme particularities of race, diversity, immigration, subordination of police and antigovernmentalism, which the first chapter discusses, it may well be true that the survival of the American Constitution through 200 years is indeed "one of the most remarkable evidences of the democratic faith".

The price of the federalism that has made the United States possible is indeed a high one and this book examines its implications over all for the respective roles, powers and relationships of the major

institutions of American democracy. Nothing comes free in politics, as author argues, and this certainly seems true of so many of the elements of American democracy. The Supreme Court, for example, can be seen as a super-legislature, a highly political expediency, and yet it offers essential qualities of continuity and stability. The non-ideological political ability, which apparently need not "mean things to most men", may still, in many senses, be a national "unifying" binding force, becoming less so.

The electoral system, though unable to resolve crises in the governing process, still has a unifying quality—if only at a symbolic level. Congress, a counter-government without an overall level of governmental policy, can still, in its dispersion and fragmentation of internal political power, be a check on potential government excesses. The electoral system, too, is a unifying force, though potentially isolated from the rest of the system, and the American political system is still of American democracy, as still of American democracy, as still of American democracy.

Nicholas, finally, considers the style of American politics and its organizational bases. He concludes with an assessment of the new burdens imposed by the technological and political changes of the modern era, which he sees as challenges for the American political system. Nicholas is optimistic that the United States can find those able to meet them.

Robert Templeton

Robert Templeton is lecturer in the department of politics at Edinburgh University.

Fascism

Italian Fascism and Developmental

Directorship

by A. James Gregor

Princeton University Press, £15.20

and £5.40

ISBN 0 691 05286 7 and 10082 9

1982 9.

A James Gregor is professor of political science at the University of California, Berkeley, and has written several books relating to the phenomenon of fascism. In this volume he has developed certain themes alluded to in his *The Fascist Persuasion in Radical Politics*, published in 1974, as well as introducing a number of new ideas. Professor Gregor is no stranger to controversy and his supporters and opponents of his ideas and analytical framework have once again been given plenty to consider.

The author's principal thesis is that Italian fascism was not a curious and isolated oddity in Europe's historical development but that it had much in common with radical and revolutionary systems, including those described as Marxism. It is hard to imagine that this viewpoint will be readily received by historians, economists and sociologists of the Left, as its acceptance totally disorients them from all the familiar telegraph poles by which they distinguish the existence of their chosen road.

It is still more unfortunate for the Marxist and their sympathizers that the incumbent but a neo-populist, generational entrepreneur who has been "available" since the late 1960s. If the United States President, indeed the leader of the free world, dare one suggest that they might save themselves a mull of trouble and expense by submitting the problem of selecting him to us Europeans?

Vivian Vale

Vivian Vale is lecturer in politics at Southampton University.

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Gramsci and Marxist Theory

edited by Chantal Mouffe

Routledge & Kegan Paul, £9.50

and £5.40

ISBN 0 7100 0357 9 and 0358 7

1982 9.

Gramsci's Politics

by Anne Showstack Sassoon

Croom Helm, £22.95 and £5.95

ISBN 0 7099 0326 X and 0344 8

Gramsci and the State

by Christine Buci-Glucksmann

Lawrence & Wishart, £14.00

ISBN 0 85315 483 X

All three of these books are substantial contributions to an understanding of the complex and subtle thought of Antonio Gramsci.

Following the neo-structuralist interpretation of Marx which dominated in the 1960s, the last decade has seen Gramsci emerge as the most influential source for Western Marxism. In the 1950s and early 1960s neo-structuralist Marxists sought to harmonize Marxist thought with the apparently organized and rational nature of advanced industrial society in which both the working class and the bourgeoisie had lost their self-confident sense of mission. Revolutionaries tended to look to the third world as the weakest link in the imperialist chain and the best hope for radical change.

The pregnant obscurity of Gramsci offered guidelines for analysing and transforming Western society which were closed both to the static approach of the Althusserians and to the neo-Hegelianism of the Frankfurt School. Both of these, while opposed in their philosophies, were seen as sharing an emphasis on theory that allowed for no practical issue. A more immediate reason for the growing attention given to Gramsci has been the rise of Eurocommunism. Theoreticians of Eurocommunism, particularly in the Italian Communist Party (PCI), have claimed that their attempts to achieve the transformation of capitalism in the socialist direction by basically peaceful means, within the constraints of bourgeois democracy, are grounded in the work of Gramsci.

He has been called the theoretician of the (ideological) superstructure rather than of the (economic) base, and the Prison Notebooks written between 1929 and 1936 explore themes which appear to lend support to the Eurocommunist perspective: the extended role assigned to intellectuals, the emphasis on the concept of hegemony, and the resulting differential struggle for revolution in the East and in the West. These three commentaries share this perspective, but are written from a "left" Eurocommunist point of view—being anxious to guard against what they see as the danger of the dilution of Gramsci's ideas in the interests of political expediency.

Chantal Mouffe has produced an extremely useful collection of eight articles which embody many of the most important contributions to the debate on Gramsci in Italy. Although a lesser extent in the period, the book is badly served by the standard of translation means that the context is not always accessible to the Anglo-Saxon reader. These essays are well worth perusal, however, as they put the beginning of the 1970s in the context of the history of the Italian Left, within a Marxist framework and with fruitful results. Gramsci reverses the relation between structure and superstructure that had obtained in Marx's theory, and this is criticized by a view which he himself, Mouffe herself, also supplies a clear introduction to the whole, has an illuminating piece on hegemony and ideology in Gramsci. The last section contains expositions of the relation of Gramsci to the Italian Left and to the current strategy of the PCI.

Slightly more accessible to the average English reader is Anne Showstack Sassoon's *Gramsci and Politics* which, although concentrating on the Prison Notebooks, deals with the rich and varied early 1920s. This is a welcome addition to the historical context of his writings. For Showstack Sassoon the central concept is hegemony, but its application is not seen as cultural (as it is for many English commentators) but as essentially political: "It is

Gramsci's concept of the State, in particular those manifestations of class role which he calls hegemony, which defines his concept of politics and consequently the task of the party."

All three authors are united by their concern for politics and, in particular, for the state. Marx's legacy has provided very little indication of how he would have dealt with this theme, and subsequent attempts to remedy the lacuna have provided the most significant recent growth point in Marxist analysis. Undoubtedly the most substantial contribution is that by Christine Buci-Glucksmann. *Gramsci and the State* was first published in French five years ago and is to be strongly recommended. It centres, with great originality, on Gramsci's concept of "passive revolutions" within capitalism as a process intrinsic to the often very successful efforts of capitalism to restructure itself.

The heart (and mind) may well sink on learning from the author that her intention is to produce a "double symptomatic reading" of Althusser and Gramsci. This does produce difficulties in the more abstract first and last sections; but the centre of the book, dealing with Gramsci and the International (particularly Bukharin), his views of fascism and his attempts to produce long-term responses to the problems of the workers' movement of his time, is much more accessible.

The Prison Notebooks, written between 1929 and 1936, are undoubtedly Gramsci's major theoretical achievement. They are, however, notoriously difficult to interpret, for several reasons. As notes not intended for publication they are often elliptical and discontinuous; Gramsci is expressing novel concepts in the language of Croce or Machiavelli; being written in prison, they are often intentionally vague and allusive in order to get past the censoring; and finally they have been subject to the most diverse interpretations providing ammunition for both supporters and critics of the recent "historical compromise" of the PCI. These three commentaries cap all the "recovered" texts, and provide a considerable light on the contributions of Gramsci who, with the exception of the Russian revolutionaries, has been the most original Marxist thinker of the past 50 years.

David McLellan

David McLellan is professor of political theory at the University of Kent, and his latest book is "Marxism after Marx".

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Military Power and Policy in Asian States: China, India, Japan
edited by Oskar Marwah and Jonathan D. Pollack
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ISBN 0 7129 0890 0

Nobody has yet devised an alternative to the role of armed force that could conceivably work in the kind of world we live in. True, particular disputes can be resolved without recourse to violence, but across the world, in all countries and in all social systems, the capacity for it, the threat of it and the use of it, are the dominating factors in the resolution of disputes. In sum, a violent solution is not inevitable, and a non-violent solution is sometimes possible, but in the overwhelming majority of cases, (for twenty thousand years and more), violence is the most likely outcome.

Elde and Thee's *Problems of Contemporary Militarism* is a collection of papers from the "peace community" which ought to carry a warning that the reader's credulity is likely to be tested. Not one of the 19 papers faces up to the book's central thesis. "Ours is a sick society", writes Thee. "One symptom of the sickness is the spread of militarism and militarization around the globe". One would expect from such a global perspective that the contributors would address themselves to first showing why in their view militarism is unique to our times (which it is not) second, why it is universal in both capitalist and

socialist societies (which it is), and third, what produces it in social systems and at all levels of development (which we do not know enough about).

What the unsuspecting reader gets is a highly selective account of militarism in western societies and the non-communist Third World. The only references to the phenomenon of militarism in socialist societies are a silly assertion by Michael T. Klare that militarism is "obviously most pronounced in capitalist societies" because of the "profit motive" and a misleading paper entitled "The Critique of Militarism in Soviet Studies" by Julian Lider, which is in fact a Soviet critique of militarism in the West. Its author presents the Soviet view without critical comment and Richard Falk makes a dispute it because he defines militarism as: "anti-Soviet, anti-Communist in world view", which allows him to lump Communist China among "Right-Wing militarist" regimes.

Klare's essay "Militarism: the issues today" notes that "the military tend to impose hierarchic forms of decision-making on all government institutions, and to place all other institutions—the press, schools and colleges, the church, trade unions, peasant organizations—under central state control. Any institutions, social groupings, organizations or individuals which resist such control are considered a threat to national security and are accordingly dismissed, restricted, purged or neutralized by state agencies. Non-conforming ideas, values, religious or political beliefs, artistic styles or ethnic identities are considered subversive and adherents thereof are punished accordingly." To anybody but a contributor to this volume, that would be an almost perfect description of the aftermath of a communist war or coup in a developing country. Does the experience of Cuba, Ethiopia, Yemen, Cambodia, Viet-



Russian troops of the Tamanskaya division simulating battle on a burning obstacle course near Moscow.

nam, North Korea, China, Afghanistan or Angola contradict it? If the institutional and economic consequences of military and military communist regimes are the same—forced march development—then they should be researched as part of the same phenomenon.

William Eckhardt suggests that research into communist militarism "should be done by researchers living in these worlds, using their own methods and procedures, in order to obtain the most meaningful results for their cultures". That is probably the most disgraceful statement in the whole book; any contributor claiming any semblance of scientific integrity must repudiate it without qualification.

Eckhardt writes that "it has been claimed that in non or low-industrial countries (the category in which most Third World countries find themselves) the armed forces contribute to the economic development of the country concerned". He

calls this a "myth" but accepts it has "a core of truth". He cannot do anything else because the empirical research supports the "myth". Benoit showed this back in 1973. He wrote then: "The big surprise was the finding that the evidence does not indicate that defence has had any net adverse effect on growth in developing countries." David Whynes in his book shares Benoit's integrity in facing up to the evidence although he appears to sympathize with the disarmament option.

The Economics of Third World Military Expenditure is a well-written summary of the empirical evidence about defence, spending in Third World countries—though six years after Benoit's study Whynes might have extended his vision to the socialist countries who have played a more prominent role in war (between each other) and in direct intervention (Cuba in Angola, Ethiopia). He does look

in detail at "military policy in development" with respect to Indonesia, China and Tanzania; this is a most welcome contribution to defence studies.

Marwah and Pollack, in *Military Power and Policy in Asian States*, provide an entirely different section of their insights into the areas of national defence issues of three very different countries, China, India and Japan. I found Pollack's essay, "China as a Military Power", the most interesting. Much of China's tough policy over the years since 1949 makes sense once it is appreciated that the ground forces remain woefully deficient (in comparison with the potential adversaries) in conventional warfare, in the extent of mechanization and other factors essential to effective infantry operations and subject to the vulnerability of Chinese logistic systems.

China's hostility to Russia is founded on fear of what their northern communist neighbour has the capability of doing if it does intervene in Chinese affairs. The Russian invasion of Afghanistan for Peking, but another turn of the screw. China's armed forces are largely geared for its own defence and how they are established but we are made aware of the interest in the amorphous and glassy state, in which only the local bonding remains relatively intact but the lattice order of the crystal is lost.

This is as it should be, for we now know what the early preparation with the properties of the Brillouin zone classification of electron levels and lattice vibrational frequencies, nevertheless, tends to mask the importance of local atomic environment as a matter of great significance in condensed matter. Thus, coordinating number, local chemical bond-

Gavin Kennedy

Gavin Kennedy is senior lecturer in economics at the University of Strathclyde.

BOOKS

Atomic architecture of solids

Structure and Bonding in Solid-State Chemistry
by M. P. C. Ladd
Ellis Horwood/Wiley, £18.00 and £6.95
ISBN 0 85312 095 1 and 103 6

The author of this volume has set himself a task of considerable difficulty. This is to present to undergraduate students in the physical sciences, a treatment both of the way atoms arrange themselves in solids and an explanation of this architecture in terms of the spatial distribution of the electrons. It is true to say that in such a treatment, one must appeal to a very wide range of concepts in both physics and chemistry. This makes the author's subject at once very appealing and also very difficult to present to undergraduates.

The atomic arrangements in solids are treated well, with pleasing emphasis on many modern examples. Thus, we are not simply told the facts about crystalline solids (and how they are established) but we are made aware of the interest in the amorphous and glassy state, in which only the local bonding remains relatively intact but the lattice order of the crystal is lost.

This is as it should be, for we now know what the early preparation with the properties of the Brillouin zone classification of electron levels and lattice vibrational frequencies, nevertheless, tends to mask the importance of local atomic environment as a matter of great significance in condensed matter. Thus, coordinating number, local chemical bond-

ing, molecular units, and so on, are now known from our increasing understanding of solids without long-range lattice ordering to have crucial role to play. In addition, crystalline but defect solids, with missing atoms or atoms in interstices, have also tended to bring home the same message. Thus, in the discussion of the solid state, the chemical view has certainly come back into the centre of the stage, where pioneers like Linus Pauling had always believed it should be.

The writer has tried to make his book relevant to such modern trends—he refers to amorphous and defective solids, and there is also a chapter on the liquid crystal state which can arise in the case of large elongated molecules. Ladd has been bold in his coverage and that is, of course, commendable. Thus, the discussion of ionic crystals, of Frankel and Schottky defects, and of the Debye-Hückel theory is the kind of basic background needed to understand the area, showing technological promise of fast ion conductors. Naturally enough, Ladd does not include this latter topic explicitly, but he does deal with diffusion of ions via defects along with the necessary background.

The supplementary reading suggested is well chosen, and many of the problems are stimulating and the omission of a few appendices of mathematics alone, would be helpful in any future revision.

N. H. March

N. H. March is Coulson Professor of Theoretical Chemistry at the University of Oxford.

Orthodox and well tried pattern

Physical and Mechanistic Organic Chemistry
by Richard A. Y. Jones
Cambridge University Press, £25.00 and £8.50
ISBN 0 521 22642 2 and 29596 3

This volume is the most recent addition to the useful and authoritative series of Cambridge Texts in Chemistry and Biochemistry, which are directed primarily at more advanced undergraduates and graduate students. The author first lays down the ground rules in six introductory chapters: structure and mechanism, kinetic studies, linear free energy relationships, acids and bases, the orbital medium, and molecular orbital methods. He then seeks to put the knowledge thereby acquired to work in explaining the behaviour of organic compounds in a range of different reaction situations. These comprise aliphatic nucleophilic substitution, electrophilic substitution, elimination reactions, addition to carbon-carbon double bonds, aromatic electrophilic substitution, addition to

the carbonyl group and related reactions, the hydrolysis of carboxylic esters, aromatic nucleophilic substitution, molecular rearrangements, and, finally, pericyclic reactions.

This is an orthodox and well tried pattern, and one's first question there is how successful it has been. The answer is quite successful, although, as so often happens, the degree of sophistication achieved (and the space taken up) by the material, in the introductory chapters, is significantly greater than is subsequently required for the explanatory material that constitutes the main body of the text. Having said that, it is equally true that the quality of the explanations offered is in general of a high standard, and the use of examples is also interesting, and sometimes quite unusual.

Dr Jones has obviously had to be highly selective in a book of this size. He has, as he says himself, emphasized the heterolytic and homolytic reactions at the expense of the homolytic and heterogeneous. This is a sensible choice—though

radical reactions do perhaps merit a little more coverage than three or four pages.

The general effectiveness of the explanations of diverse aspects of reaction mechanism is much enhanced by the fact that Dr Jones writes well. He has also gone to a great deal of trouble over the layout of his pages, so that information that is often complex is clearly and trenchantly displayed. The book is well documented, not only in terms of references to the original literature, but also with numerous suggestions for further reading at the end of each chapter.

An obvious comparison is with *Mechanism in Organic Chemistry* by Alder, Baker and Brown (Wiley, 1971). Dr Jones's book is more orthodox and less imaginative than that, but the student may well find it the easier of the two to get on with.

Peter Sykes

Peter Sykes is a Fellow of Christ's College, Cambridge.

The charm of thermodynamics

Chemical Thermodynamics
by M. L. McGlashan
Academic Press, £18.00
ISBN 0 12 482550 4

In style and level of treatment this is a worthy successor to Guggenheim's *Thermodynamics* (North-Holland, 1949), unless they are not intended to attend courses modelled on the book, however, undergraduates will probably require a primer before attempting the explanation of notation and the import of its symbols, but precisely physical chemistry without a personal copy of this book in the library. Apart from the useful problems at the end of each chapter, special features include the explicit introduction of the number of independent chemical reactions in the phase rule (enabling the number of components to be identified with the number of substances), the discussion of the equilibrium constant, rather

than the thermodynamic functions in terms of which it can be expressed. More general readers will find entertainment in the expected attack upon "universal entropy" beginning on page 11 and in similar passages elsewhere.

The important difference from Guggenheim lies in the more integrated view projected of the experimental and theoretical aspects of the subject. In the author's own words: "The great charm of thermodynamics to me is that it can at best be both rigorous and in the formulation of its algebra and rigorous in its experimental demands." Some consequences of this are that the author's treatment is offset by leaving the reader, although some teachers will, like myself, feel slightly chastened (caught out trying to explain entropy), the style is rather warmer than that of Guggenheim who surely would not be mentioned in the wicker of a "fully good dinner" (where the quotation marks presumably indicate that the concept is not well defined).

Occasionally it is challenging, point

seems overdone. For example, any anxiety about the immeasurability of the temperature coefficient of the Gibbs function of a phase could have been dispelled immediately by adding that it is the difference between two phases that is neverless defined and useful in discussing phase equilibria. Or again, one may at least question the virtue in preferring dimensionless "standard equilibrium constants" in the absence of a general agreement to express all physical equations in dimensionless "standard" forms. (I also force some resistance to dropping the standard Gibbs function notation for reactions.) Whatever their views on these matters, however, chemists must welcome such a well produced, authoritative work encapsulating the author's wisdom on grammar and spelling in the thermodynamic context.

P. A. H. Wyatt

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Introducing Marx

Marx
by Peter Singer
Oxford University Press, £3.50 and 95p
ISBN 0 19 287511 6 and 287510 8

Professor Singer's short book is intended to provide a "good brief introduction to Marx's thought. It is a fair-minded and competent exposition of Marx's views on such subjects as alienation, history, capitalism, the proletariat and communism.

Singer examines Marx's major works in the order of their publication and summarizes their central theses. And in spite of limitations of space he generally manages to mention and comment on the basic issues that are raised. The chapters on economics and communism in which he discusses respectively Marx's critique of capitalism and conception of the communist society are especially useful. In the final chapter Singer concludes that although Marx was a poor social scientist most of whose predictions have proved false, he was a good philosopher who offered "penetrating" insights into the nature of freedom and the historicity of human nature.

Given where full account is taken of the fact that Singer's book is only a brief introduction, it is inadequate in several important respects. First, although he is a good and respected philosopher, he is, like Adorno and Habermas, not at home with the philosophical tradition of Hegel and Marx and makes several extremely odd remarks. It is a caricature to say of Hegel that he takes "mind" to characterize the "spiritual side of the universe" or that his reference to the "spirit" self-alienation only means that "people take other people as something (sic) foreign, hostile and external to themselves". It is equally odd to turn Marx into a materialist and claim that his historical materialism is a theory about, among other things, "the nature of ultimate reality" or that for him the "productive life of human beings" is ultimately

too ends up anthropomorphizing, even deifying the productive forces. The latter are said to "assert themselves" against all opposition, dictate and determine the pattern of history, "select" suitable institutional vehicles, and so on. It is a sad paradox that those who insist on interpreting Marx as a scientist should turn him into an animist for whom the productive forces possess a kind of miraculous power of choice will pilot human history. It is no less paradoxical that those who radically detach Marx from Hegel should conceive the productive forces as the materialist counterpoint to Hegel's Geist and turn Marx into materialist Hegel.

Finally, although Singer rightly emphasizes the importance of Marx's theory of freedom, he does not appreciate its profound implications. For Marx as for Hegel freedom consists in self-determination, the highest level of self-determination. Accordingly, he argues that man becomes fully free only when all that he is and has is his own free creation. This view informs much of Marx's thought and is the source of both his strength and limitations. Since freedom is self-creation, nature which is by definition given and not man-made becomes the antithesis of freedom. Hence Marx's passionate concern to conquer nature as reflected in his basic attitude on technology and his desire to "abolish" or "drastically reduce" the natural differences of race, intelligence, and so on. Further, since Marx makes freedom to be the "essence" of man, he is obliged to understand and understand man as his antithesis, he does not and cannot have a theory of human nature. For him, man begins history endowed with a nature, but increasingly sheds it and becomes a free creature, free to be what he is, to put the point differently, to put the theory of man, but it is not a theory of human nature for he does not conceptualize man's difference, specificity in natural terms. Like many other commentators, Singer fails to see this, and hence misses out some of the basic features of Marx's thought.

Bhikhu Parekh

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Universities continued

Director—Microelectronics

Educational Development Centre

This is a newly created professorial level post reporting to the Principal of Paisley College of Technology. The Scottish Education Department is providing substantial and on-going funds to the College to create and develop a Centre whose prime purpose will be to act as a focus for educational developments related to microelectronics technology and its practical application to industry. The Director's key responsibilities will be to:

- complement the provision of university courses by providing courses for technologists and technicians;
- keep abreast of new developments in microelectronics and to disseminate information throughout post-school education;
- take a lead in building an active network of co-operative activities in order to create an adequate supply of properly educated manpower;
- provide in-service courses for lecturers in Microelectronics, and to develop materials for use in courses held in other colleges;
- recruit a team of high calibre staff capable of reacting, sometimes on a short timescale, to requests for courses to meet specific needs;

(f) maintain close liaison with the existing College departments which already have well established contacts with Scottish industry, and to develop these contacts further.

Although these primary tasks are directed towards a rapid and widespread growth in the national provision of skilled manpower, there will also be opportunities for research and consultancy work and encouragement will be given to publish relevant papers.

The rewards include a competitive salary, generous annual leave, a good contributory pension scheme, car mileage allowance, reasonable expenses, and assistance if required with costs of relocation.

Men or women applying for this post must be able to demonstrate team leadership abilities and will probably be in the age range 32-45. Their proven ability to teach other people at every level and to win their respect will be based on sound knowledge of the practical application of Microelectronics. The successful candidate will have every opportunity for personal growth through contributing effectively to the revitalisation of Scottish industry.

(PA Personnel Services, Ref: GM50/7343/TES)

Initial interviews are conducted by PA Consultants at convenient centres. No details are divulged to clients without prior permission. Please send brief career details or write for an application form, quoting the reference number on both your letter and envelope, and advise us if you have recently made any other applications to PA Personnel Services.

PA Personnel Services

Fitzpatrick House, 14-18 Cadogan Street, Glasgow G2 6QP. Telephone: 041-221 3954 Telex: 779148



A Member of PA International

UNIVERSITY OF SINGAPORE

DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

Applications are invited for appointment to Lectureships/Senior Lectureships in English Language in the Department of English Language and Literature.

Applicants should have a sound background in English Linguistic study. Preference will be given to those with a Ph.D. degree, but applicants with appropriate Master's degrees and with established doctoral research in progress will be seriously considered. The Department has launched a programme of academic study leading to an honours degree in English Language and is rapidly extending the range of courses offered, covering descriptive and historical work, stylistics and applications of language study. Candidates should indicate their teaching experience and areas of interest and specialization.

Apart from teaching, appointees are expected to be involved in the planning of courses, construction of materials, research and other matters related to courses offered in the Department.

Annual emoluments will be in the range from \$820,000 to \$982,220 approximately, point of entry depending on the level of appointment and the candidate's qualifications and experience. These emoluments include a 13th month allowance of one month's salary in December of each year and allowances recommended by the National Wages Council for 1978 and 1979.

For staff appointed on normal contract, employment on the permanent establishment will be considered after two years' service. Leave and medical benefits are provided. Under the University's Academic Staff Provident Scheme, the staff member contributes at the present rate of 10% per cent of his salary subject to a maximum of \$4,950 p.m., and the University contributes 20% per cent of his monthly salary. (This sum standing to the staff member's credit in the fund may be withdrawn when he leaves Singapore/Malaysia permanently. Other benefits include a gratuity in allowance of \$51,000-2,000 depending on circumstances, subsidized housing at rental ranging from \$5100-350 p.m., passage assistance and baggage allowance for transportation of personal effects to Singapore.

Candidates should write to: The Registrar, University of Singapore, Kent Ridge, Singapore 051, giving their curriculum vitae and also the names and addresses of three referees.

(21 August 1980 approx.)

Closing date: 30 July, 1980

UNIVERSITY OF CAPE TOWN

DEPARTMENT OF BUSINESS SCIENCE

SENIOR LECTURER/LECTURER IN PERSONNEL MANAGEMENT

Applications are invited for the above post. Appointments will be made in accordance with qualifications and experience on the salary scale of either Senior Lecturer: R11,400 x R600-R15,000 p.a. or Lecturer: R9,100 x R400-R6,000 p.a. (These scales are to be increased with effect from 1st April, 1980. In addition, a bonus scale will be payable one month's salary is payable annually).

Appointments will be considered for permanent appointment or for contract appointments for periods from one to three years. Candidates should have good academic qualifications, preferably with major interests in Organizational Psychology, Training Management, or Manpower Planning/Development, as well as practical experience in Personnel Management, including work in Industrial Relations.

Applicants should submit a curriculum vitae stating age, present salary, relevant business or teaching experience and research interests, relevant publications, when available, if appointed, and the names and addresses of three referees.

Further information should be obtained from the Registrar, Room 10, University of Cape Town, Private Bag 6, Rondebosch 7700, South Africa, by whom applications must be received not later than 30th June, 1980.

The University's policy is not to discriminate in the appointment of staff or the selection of students on the grounds of sex, race, religion or colour. Further information on the implementation of this policy is obtainable from the Registrar.

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UNIVERSITY OF ZIMBABWE

Applications are invited for the following posts:

LECTURESHP/SENIOR LECTURESHP

Accountancy (three posts): Qualified accountants to teach courses in accounting, auditing, data processing, business mathematics, management accounting and control, tax law and practice.

Division of Biological Sciences (two posts): (a) Ecologist to take part in running the MSc Course in Tropical Resources Ecology as well as some undergraduate teaching in the MSc Course in Tropical Resources Ecology as well as some undergraduate teaching.

Animal Health: A veterinarian or animal sciences with equivalent qualifications to teach courses in Animal Health. Preference will be given to applicants who have African experience with special reference to beef cattle.

History (three posts): Suitable qualified applicants with a special interest in: (a) Comparative Imperialism and World History, in particular reference to Africa, Europe, Russia and China; (b) the history of Russia, the Americas and Asia.

Education: A postgraduate qualification in Education with a higher degree in research and teaching experience in Education, preferably with a postgraduate qualification in Education. Applicants should be qualified in Education and have a practical bent, in order to provide the Faculty of Education with courses and advice on educational technology and AV-M, ranging from sophisticated to basic educational equipment.

Pharmacy: Applicants should be qualified in Pharmacy or Chemistry with a higher degree in research and teaching experience in Pharmacy for the organic chemistry component in the Pharmaceutical Chemistry Part II and Part III courses.

Physics (three posts): Suitable qualified applicants with a special interest in: (a) Comparative Imperialism and World History, in particular reference to Africa, Europe, Russia and China; (b) the history of Russia, the Americas and Asia.

Both permanent, pensionable terms and short-term of one or two years are offered.

Permanent Pensionable Terms: Family packages and allowances (cost of transport, effect on appointment, facilitation loan of up to \$25,000, value of one year's salary for persons recruited from outside Zimbabwe. Unfurnished accommodation is guaranteed for a period of at least three years (excluding the first year) for persons recruited from outside Zimbabwe. Medical and dental allowances, and travel allowances, are provided.

Short-term contracts: Family packages and allowances (cost of transport, effect on appointment, facilitation loan of up to \$25,000, value of one year's salary for persons recruited from outside Zimbabwe. Unfurnished accommodation is guaranteed for a period of at least three years (excluding the first year) for persons recruited from outside Zimbabwe. Medical and dental allowances, and travel allowances, are provided.

Faculty Research Fellowships: Suitable qualified persons, preferably with a doctoral degree, for Research Fellowships in the Faculty of Social Sciences, Teaching and Learning. One will be recruited in September and the other in December, 1980. For each post, appointment would be for one year in the first instance with the opportunity of renewal for a second year. Standing applicants should send information on the research in progress in the relevant department within the Faculty Centre for Applied Social Science, Botswana, Psychology, Political Science and Sociology, before submitting a research proposal.

Senior Lectures (three posts): Suitable qualified persons, preferably with a doctoral degree, for Research Fellowships in the Faculty of Social Sciences, Teaching and Learning. One will be recruited in September and the other in December, 1980. For each post, appointment would be for one year in the first instance with the opportunity of renewal for a second year. Standing applicants should send information on the research in progress in the relevant department within the Faculty Centre for Applied Social Science, Botswana, Psychology, Political Science and Sociology, before submitting a research proposal.

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Universities continued



The Sir John E. Cohen

Chair in Consumer Studies

This Chair has been endowed by a benefaction from the Sir John and Lady Cohen Charitable Foundation. It will be tenable in the Business School of the University.

The person appointed will be responsible for teaching on established courses at both undergraduate and postgraduate level and for initiating and developing new courses and research in various aspects of consumer behaviour and its application to practical problems. The mounting of short courses in this field for senior managers in the City, Industry and the Retail Trade is seen as an important part of the work. The successful candidate will probably have qualifications in economics, statistics or psychology and should have established a reputation in teaching and research.

Salary will be in the range for Professorial Staff in Universities - minimum £12,824 per annum, average £14,997 per annum plus £740 London Allowance and superannuation benefits. Further particulars of the appointment and application forms may be obtained from the Academic Registrar, The City University, Northampton Square, London EC1V 0HB. Telephone 01-253 4399, Ext. 251.

Applicants are invited to discuss the appointment before submitting an application should get in touch with the Dean of the Business School, Professor John Treasure. Telephone 01-253 4399, Ext. 579.

University of Ibadan

Faculty of Medicine

Applications are invited from suitably qualified candidates for the following posts in the Department of Pharmacy at the Faculty of Medicine, University of Ibadan.

(a) Professor: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 10 years' teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

(b) Senior Lecturer: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 5 years' teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

(c) Lecturer: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 3 years' teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

(d) Assistant Lecturer: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 1 year's teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

(e) Senior Lecturer: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 5 years' teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

(f) Lecturer: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 3 years' teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

(g) Assistant Lecturer: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 1 year's teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

(h) Senior Lecturer: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 5 years' teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

(i) Lecturer: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 3 years' teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

(j) Assistant Lecturer: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 1 year's teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

(k) Senior Lecturer: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 5 years' teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

(l) Lecturer: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 3 years' teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

(m) Assistant Lecturer: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 1 year's teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

(n) Senior Lecturer: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 5 years' teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

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(s) Assistant Lecturer: A postgraduate degree in Pharmacy or equivalent qualification, and a minimum of 1 year's teaching or professional experience in a University or an institution of University standing or comparable Professional Institution.

University of Melbourne

Research Fellowships

The University of Melbourne awards up to six fellowships (twice yearly) for full-time research in any department of the University.

Eligibility: Ph.D. or at least equivalent post-graduate research experience. Applicants must have completed their last postgraduate degree no more than five years previously. Maximum age 35.

Tenure: One year in the first instance with a possible extension for six or 12 months.

Salary: Research Fellow Grade 1—within the range—\$A14,873-\$A16,809. Research Fellow Grade 2—within the range—\$A17,024-\$A22,354.

Travel: For fellow only—Economy class air fare to Melbourne and return to point of departure on expiry of Fellowship.

Applications: (i) Name, address, age, details of dependants, (ii) Complete academic record, (iii) Present and past positions, (iv) Research experience in detail, (v) University department in which applicant wishes to work, (vi) Proposed area of research, (vii) Details of other finance available.

Reference: Applicants are requested to ensure that three referees forward their testimonials by airmail direct to the Deputy Vice-Chancellor (Research) by the closing date for applications.

Closing Dates: 31st January and 31st July each year with the Deputy Vice-Chancellor (Research), University of Melbourne, Parkville 3062, Victoria, Australia.

For further information, contact the Deputy Vice-Chancellor (Research), University of Melbourne, Parkville 3062, Victoria, Australia.

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For further information, contact the Deputy Vice-Chancellor (Research), University of

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Polytechnics continued

THE POLYTECHNIC OF WALES
POLYTECHNIC CYMRU
DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

From 1st September, 1980, or as soon as possible thereafter:

PRINCIPAL LECTURER

to teach Electronics to Degree and Diploma students

Applicants must possess a good Honours Degree, relevant industrial experience and an active research interest. Experience of teaching Digital Electronics would be an advantage. Further particulars and application forms may be obtained from the Assistant Director (Staffing), The Polytechnic of Wales, PORTYRDD, Maes Gwynedd, G27 1DL. Telephone: (0453) 405133, ext. 2021.

Completed forms to be returned not more than 21 days from the appearance of this advertisement.

The Polytechnic of Wales

Colleges and Institutes of Technology

ROBERT GORDON'S INSTITUTE OF TECHNOLOGY

ABERDEEN
SCHOOL OF CHEMISTRY
PAPER TECHNOLOGY SECTION

LECTURER

In Paper and/or Paper Board Making with graduate qualifications in Chemical Engineering, Science or Paper Science and practical experience for SCOTEC Higher Certificate Course in Paper Technology and RGIT Postgraduate Diploma Course in Paper Technology. Consultancy and research encouraged.

Salary in range £4,754-£9,020 per annum (under review).

Further details from the Secretary, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR (0224 574611).

DUNDEE COLLEGE OF TECHNOLOGY

Department of Electrical & Electronic Engineering
SENIOR LECTURESHIP (A) IN DIGITAL SYSTEMS
LECTURESHIP (A) IN DIGITAL SYSTEMS

Applicants should possess a good honours degree in Electrical and/or Electronic Engineering and preferably a higher degree, together with appropriate industrial and/or research experience in digital systems and/or computing. The persons appointed will be expected to teach up to honours level and to undertake research in an appropriate area. In addition, the successful candidate for the Senior Lectureship will be required to provide leadership in the subject area and to supervise research students. Salary scale (currently under review): Senior Lectureship £11,315-£17,730 (per £10,594); Lectureship £4,754-£8,595 (per £3,722). Initial selection for these posts will depend on approved previous experience (academic), attendance, and degree. The successful applicant may be eligible for a salary advance. Application forms and further particulars obtainable from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee, DD1 1HG, to whom completed application forms should be returned by 30 May 1980.

DUNDEE COLLEGE OF TECHNOLOGY

Department of Mathematics & Computer Studies
LECTURESHIP IN APPLIED STATISTICS OR OPERATIONAL RESEARCH

The post will involve teaching at degree and diploma level. The successful applicant will be expected to teach up to honours level and to undertake research in an appropriate area. In addition, the successful candidate for the Senior Lectureship will be required to provide leadership in the subject area and to supervise research students. Salary scale (currently under review): Senior Lectureship £11,315-£17,730 (per £10,594); Lectureship £4,754-£8,595 (per £3,722). Initial selection for these posts will depend on approved previous experience (academic), attendance, and degree. The successful applicant may be eligible for a salary advance. Application forms and further particulars obtainable from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee, DD1 1HG, to whom completed application forms should be returned by 30 May 1980.

DUNDEE COLLEGE OF TECHNOLOGY

Department of Business Studies

LECTURESHIP IN BUSINESS STUDIES

The person appointed will be required to teach one or two of the following up to Honours Degree level: Business Administration, Business Policy, Office Management. Applicants must be qualified in a relevant management or social science discipline. They should also have practical/teaching experience and course development/research experience.

Salary (under review) On the scale £4,754-£8,595 (per £3,020), with initial placement dependent upon approved prior experience. Financial assistance towards the cost of removal expenses may be payable.

Further particulars and application forms obtainable from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee, DD1 1HG, to whom completed application forms should be returned not later than 30 May 1980.

Colleges and Institutes of Higher Education

Hull College of Higher Education

This developing college is seeking to appoint personnel with good academic qualifications, relevant industrial/commercial and teaching experience, supported by an interest in research and consultancy activities or curriculum development. A range of ONAA degree, BEC/TEC diplomas and other professional vocational courses is offered at the college.

Applications are invited for the following posts:

FACULTY OF BUSINESS

Finance and Management Accounting

Management—Purchasing and Supply

Industrial Relations/Trade Union Studies

FACULTY OF HUMANITIES, EDUCATION AND SOCIAL STUDIES

Special Education/Work with children with learning difficulties

FACULTY OF SCIENCE, MARITIME, AND ENGINEERING STUDIES

Maritime Studies (2 Posts)

Naval Studies

FACULTY OF ARCHITECTURE, ART AND DESIGN

Graphic Design

Photography

Most appointments will be at the Lecturer II/3 level. Consideration may be given to appointment at the Principal Lecturer Grade.

Salary scale: (Subject to Review)

Principal Lecturer: £2,558-£5,115 (per £1,632)

Senior Lecturer: £2,558-£5,115 (per £1,632)

Lecturer II: £2,558-£5,115 (per £1,632)

Lecturer I: £2,558-£5,115 (per £1,632)

Further particulars and application forms may be obtained from Mrs. D. Liddell, Personnel Officer, Hull College of Higher Education, Queens Gardens, 5th Floor, Hull, HU1 3DH (Telephone 0482 224191, 224192).

Closing date: Friday, 30th May, 1980.

the College of Ripon & York St John

APPOINTMENT OF TEMPORARY LECTURER GRADE II (FRENCH STUDIES)

Applications are invited from well-qualified graduates or graduate equivalents for the above post in this Church of England Voluntary College of Higher Education (1,700 men and women). The College, which was formed in 1976 through the amalgamation of the College of Ripon and St John's College, York, offers courses leading to the following College awards of the University of Leeds: B.A./B.Sc. (Hons. and Ord.) degree, B.Ed. (Hons.) degree, Diploma in Higher Education, Post-Graduate Certificate in Education, the Diploma in Special Education and the Certificate in Education for Teachers of Nurses. The College also offers courses leading to the award of the Diploma of the British Association of Occupational Therapists. The appointment, which will be at the appropriate point on the Lecturer Grade II, Scale (£4,806-£7,886), will be for one year from 1st September, 1980, to 31st August, 1981.

The person appointed will be required to teach French language to degree-level standard and to assist in courses on contemporary French society and institutions. The successful applicant will also be expected to help with the preparation of teachers of French.

Further details of the post and application forms may be obtained from the Principal, The College of Ripon and York St John, Lord Mayor's Walk, York YO3 7EX, to whom completed application forms should be returned to arrive not later than Monday, 18th June, 1980.

Colleges of Further Education

SURREY COUNTY COUNCIL

NORTH EAST SURREY COLLEGE OF TECHNOLOGY

Regate Road, Ewell, Surrey KT17 3DS

Applications are invited for the following post which is available from 1 September, 1980:

Head of the Department of Management Studies (Grade IV Department)

The successful applicant will lead the newly created Department of Management and be responsible for a wide range of College based and industry based Management courses. He/she should have a good honours degree or equivalent qualification coupled with extensive experience in teaching Management courses.

Salary Scale: In accordance with the latest Burnham Scale for teachers in establishments of Further Education.

Plus £177 p.a. London Fringe Allowance.

Generous relocation expenses in approved cases.

Stamped addressed envelope please for further particulars and application form from the Vice-Principal.

Surrey Education Committee

North East Surrey College of Technology

Regate Road, Ewell, Surrey KT17 3DS

Required as from 1st September, 1980:

Lecturer I in Secretarial Studies

To teach Typewriting, Shorthand (Pitman 2000) and at least one of the following subjects:

Office Practice, Secretarial Duties, Commerce, Audio Typing.

Salary: LECTURER I: £3,788-£6,438 (currently under review following Clegg recommendation) Plus £177 p.a. London Fringe Allowance.

Generous relocation expenses in approved cases.

Stamped addressed envelope please for further particulars and application form from the Vice-Principal.

HEREFORD AND WORCESTER

COUNTY COUNCIL

WORCESTER TECHNICAL COLLEGE

DEPARTMENT OF SCIENCE AND MATHEMATICS

LECTURESHIP GRADE II

The above post which will involve teaching up to honours level and to undertake research in an appropriate area. In addition, the successful candidate for the Senior Lectureship will be required to provide leadership in the subject area and to supervise research students. Salary scale (currently under review): Senior Lectureship £11,315-£17,730 (per £10,594); Lectureship £4,754-£8,595 (per £3,722). Initial selection for these posts will depend on approved previous experience (academic), attendance, and degree. The successful applicant may be eligible for a salary advance. Application forms and further particulars obtainable from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee, DD1 1HG, to whom completed application forms should be returned by 30 May 1980.

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the College of Ripon & York St John

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Further details of the post and application forms may be obtained from the Principal, The College of Ripon and York St John, Lord Mayor's Walk, York YO3 7EX, to whom completed application forms should be returned to arrive not later than Monday, 18th June, 1980.

HEREFORD AND WORCESTER

COUNTY COUNCIL

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Research Posts

UMIST

Applications are invited from candidates of either sex, for the following posts:

LECTURERS

Ref: BUI/79. The successful candidate for the above two posts in the Department of Building will be responsible for teaching and research within the overall discipline of Building. Preferably they will have professional and/or research and teaching experience in one or more of the areas of quantity surveying, construction processes and/or theory, design and construction of structures. Candidates should hold a good honours degree in building, civil engineering, quantity surveying or another construction-related discipline. An appointment may be made at Senior Lecturer level for an outstanding candidate. Salary will be on the scale £25,052-£10,484 per annum.

POST-DOCTORAL RESEARCH ASSISTANT

Ref: CH/78. The successful candidate will work in the Department of Chemistry in collaboration with Dr. J. H. R. Clarke on computer simulation of molecular liquids. The project, sponsored by SRC, is concerned with viscoelastic properties including many which are relevant to lubrication technology. PhD and computing experience in physical chemistry or general physics is required for this appointment which will be tenable for up to 2 years. Salary will be within the range £5,052-£5,725 per annum.

POST-DOCTORAL RESEARCH ASSISTANT

Ref: CSC/77. The Control Systems Centre is seeking to appoint a post-doctoral research assistant in the area of hierarchical and decentralized control for two years, to assist Professor M. G. Singh, A.P.D. In this or a related area is desirable. The successful candidate should have had substantial computational experience. Salary will be within the range £4,052-£8,769 per annum according to experience and qualifications. Requests for application forms quoting the appropriate reference should be addressed to the Registrar, Room 84, UMIST, P.O. Box 86, Manchester M60 1QD. The closing date is the 8th June, 1980.

LIVERPOOL POLYTECHNIC

LIBRARY SERVICE

STOCK EDITOR (Acquisitions Librarian)

£5,973-£8,381 p.a.

The Central Services Unit requires a Stock Editor/Acquisitions Librarian to take charge of book-ordering, stock control, deployment and reorganisation of library stock.

Applicants should be Chartered Librarians with experience of stock control and reorganisation of library stock.

Previous applicants will be suitably recommended.

Please quote Reference LP/408

ASSISTANT LIBRARIAN

£5,268-£5,784 p.a.

Applications are invited from Chartered Librarians (preferably Science Librarians) for the post of Assistant Librarian, Engineering and Science Library. The successful applicant will deputise for the Librarian and take responsibility for library services.

Please quote Reference LP/423

CATALOGUER

£3,990-£4,476 p.a.

Duties will include classification and "subject" indexing. The catalogue is provided in an English and French format. Cataloguers also undertake classification duties in the various areas of the library. Opportunities exist for work in research services, mass, and reference, who must be suitably qualified, should be capable of cataloguing all physical formats.

Please quote Reference LP/422

Closing date: 14 days from the appearance of this advertisement.

Application forms and further particulars from the Personnel Officer, Liverpool Polytechnic, 6th Floor, 100, Victoria Street, Liverpool, L1 2UA. Tel: 051-

Colleges and
Departments of ArtDUNCAN OF
JORDANSTONE
COLLEGE OF ART
LECTURER A IN
PRODUCT DESIGN

Applications are invited for the above post in the School of Design. The successful candidate will be responsible for the leadership and development of the course in Product Design which is valued by CNA for the award of BA and BA Honours degrees.

Applicants should be qualified designers with recent experience of Professional Practice and/or teaching at degree level.

The annual salary will be within the scale £4,732 to £9,021 (under review).

Further particulars and application forms may be obtained from the College Secretary, Duncan of Jordanstone College of Art, 13 Perth Road, Dundee (telephone number 0382 23261), to whom completed applications should be returned not later than Friday, June 13, 1980.

DORSET

BURNEHILL AND POOLE COLLEGE OF ART AND DESIGN

DEPARTMENT OF VISUAL COMMUNICATION

SCHOOL OF GRAPHIC DESIGN

LECTURER II

Applications are invited for the above post from qualified designers with recent experience of Professional Practice and/or teaching at degree level.

The successful candidate will be responsible for the leadership and development of the course in Visual Communication which is valued by CNA for the award of BA and BA Honours degrees.

Applicants should be qualified designers with recent experience of Professional Practice and/or teaching at degree level.

The annual salary will be within the scale £4,732 to £9,021 (under review).

Further particulars and application forms may be obtained from the College Secretary, Duncan of Jordanstone College of Art, 13 Perth Road, Dundee (telephone number 0382 23261), to whom completed applications should be returned not later than Friday, June 13, 1980.

SURREY ART COLLEGES

MAIRIE is in dispute with Surrey Art College and is seeking a new home for its art and design departments.

A second site is being sought in the area of the old Mairie building, which is being demolished.

Further particulars and application forms may be obtained from the College Secretary, Duncan of Jordanstone College of Art, 13 Perth Road, Dundee (telephone number 0382 23261), to whom completed applications should be returned not later than Friday, June 13, 1980.

For Sale and Wanted

DEVON COUNTY COUNCIL

Former St. Nicholas School, central Exeter, Devon, is available for sale or lease.

Further particulars and application forms may be obtained from the County Council, Devon, to whom completed applications should be returned not later than Friday, June 13, 1980.

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THE
TIMES
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Education
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Overseas

CHURCHLANDS COLLEGE
PERTH, WESTERN AUSTRALIA

Churchlands College was established in 1972 and is situated approximately nine kilometres from the centre of Perth. In 1980 1,200 students are enrolled in courses in business studies and 1,500 students in courses in teacher education. There are 148 members of academic staff.

SCHOOL OF BUSINESS
STUDIES

The School offers a Bachelor of Business degree with five streams in Accounting, Administrative Studies, Finance, Information Management and Information Processing, and two Graduate Diplomas in Finance and Management Studies.

Applications are invited for the following positions. Successful applicants will be required to commence teaching in February 1981 or July 1981.

Accounting

To teach introductory, management and financial accounting. The ability to teach in the areas of accounting theory and/or contemporary accounting issues will be an advantage.

Administrative Studies

To teach in the areas of organizational theory, managerial processes and policy, and the environment of organizations.

Business Workshop

To assist in developing materials with a multi-disciplinary approach for the business workshop. To conduct workshop sessions and/or seminars. To assist in fostering and maintaining contacts with the public and private sectors, and with other tertiary institutions. To prepare and teach courses in small business management.

Economics and Quantitative
Methods

To teach in the areas of business/economic statistics and quantitative methods. The ability to teach economics is an advantage, and knowledge of computer languages is desirable.

Information Systems

To teach in the areas of systems analysis and systems design. In addition, the successful applicant may be required to teach programming.

Visiting Fellow in Accounting

Applications are invited for the position of Visiting Fellow in Accounting for 1981 or for 1982. The Fellow will conduct seminars in both graduate and undergraduate courses in accounting. Applicants should be well qualified academically and have business and/or teaching experience. Salary and travel arrangements will be negotiated.

Visiting Fellow in Finance

Applications are invited for the position of Visiting Fellow in Finance for 1981 or for 1982. The Fellow will conduct seminars for final year undergraduate students and for post-graduate courses.

SCHOOL OF TEACHER
EDUCATION

The School offers pre-service courses for the Diploma of Teaching, post-experience courses for the Bachelor of Education degree and post-graduate diplomas in specialized fields.

Applications are invited for the following positions from suitably qualified persons with relevant experience, including experience in schools.

Early Childhood Education

To teach courses in the psychological foundations of early childhood education, with particular reference to the age range 3-8 years.

Educational Psychology

To teach courses in remedial and special education.

Library Media

To teach courses in school library resource centre services with particular reference to the use of audio-visual materials and equipment.

Visiting Fellow—Early Childhood
Education (3-8 years)

Applications are invited for the position of Visiting Fellow in early childhood education for 1981 or 1982.

The Fellow will be expected to have good relevant experience and to have demonstrated a strong recent background in early childhood education in curriculum areas associated with nursery schools and/or kindergartens. Salary and travel arrangements will be negotiated.

Visiting Fellow—Primary
Education (6-12 years)

Applications are invited for the position of Visiting Fellow in primary education for 1981 or 1982.

The Fellow will be expected to have relevant experience in the field of corrective and remedial education and the background and capacity to train teachers as specialists in providing effective treatment of the learning problems of children in normal primary classes and remedial classes. Applicants with experience in other curriculum areas will also be considered. Salary and travel arrangements will be negotiated.

EDUCATIONAL SERVICES

Applications are invited for the position of Supervisor, Audio Visual Centre (Senior Lecturer level).

Applicants will be expected to have an appropriate postgraduate degree, preferably in the applied or social sciences. Experience in the use of media within an educational context is essential. Applicants must have had particular experience in at least one of the following areas: film, radio, television, graphic arts, or journalism.

The successful applicant will have overall responsibility for the operation of the Audio Visual Centre, and will be responsible for the planning, development and maintenance of audio visual services to students and teaching staff.

Two senior members of staff will visit the United Kingdom in 1980 and candidates who have been short-listed may be offered the opportunity to attend an interview.

LEVEL OF APPOINTMENT:

Appointments may be made at the level of Senior Lecturer I or II, Lecturer I or II, or Assistant Lecturer depending on qualifications and experience.

QUALIFICATIONS:

A suitable tertiary qualification, preferably at graduate level, together with evidence of high capacity and, where applicable, membership of professional bodies. Relevant professional experience is essential.

GENERAL

Salaries: Senior Lecturer I : \$A24,986-\$A26,822

Senior Lecturer II : \$A22,842-\$A24,458

Lecturer I : \$A19,923-\$A22,885

Lecturer II : \$A17,024-\$A18,485

Assistant Lecturer : \$A14,978-\$A16,808

CONDITIONS OF SERVICE:

These are similar to those in universities and in other colleges of advanced education in Australia.

APPLICATIONS:

Closing date Friday 27th June, 1980 in London.

Interested persons should write quoting reference CH1 requesting the usual format of application, to:

The Migration Officer,

Western Australia House,

115 Strand, London WC2R 0AJ.

Telephone: 01-240 2881

REMINDER

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SHOULD ARRIVE NOT LATER THAN 10.00 a.m. MONDAY
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Lorraine Williams 01-837 1234 Ext 575

THE TIMES
Higher Education
SUPPLEMENT

New Printing House Square, P.O. Box 7
Gray's Inn Road, London WC1X 8EZ

HONG KONG
THE UNIVERSITY
SECOND CHAIR OF
PSYCHOLOGY

Applications are invited for the above post from suitably qualified persons with relevant experience, including experience in schools.

The Fellow will be expected to have good relevant experience and to have demonstrated a strong recent background in early childhood education in curriculum areas associated with nursery schools and/or kindergartens. Salary and travel arrangements will be negotiated.

CANADA

DEPARTMENT OF GERMANIC
LANGUAGES

UNIVERSITY OF ALBERTA

Edmonton, AB, Canada

T406 022

Invites inquiries regarding

positions leading to M.A. and

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The School of Business and Public Administration has a staff of 16 members and offers undergraduate fields of study in Business Administration and Public Administration.

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Librarians

NIHE

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Foras Náisiúnta um Ardteicneolas Baile Átha Cliath

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4. At the beginning of the operation, the

Animal House college system under strain.



"From that point, I think, it's pretty plain sailing. Comprehensive medical tests and then straight into the three days of unarmed combat between applicants in the university gymnasium. Just one small point here on which your committee would like guidance. Is it agreed that we are proceeding in the most equitable and responsible fashion by insisting that the criterion for successful selection at this stage should be three falls and one submission?"

Yours faithfully,
MICHAEL KIDNER,
Artist, and Visiting Tutor, Bath
Academy of Art,
18 Hampstead Hill Gardens,
London, NW3.

The level of work I am engaged in and the average quality of student I teach are no whit inferior to those at the university where I held a tenured lectureship for six years. Professor Clegg is right. There should be different scales for

Yours faithfully,
TIMOTHY COOK,
 Lenten Cottage,
 Lenton, Nottingham.

Letters for publication should be as short as possible and should be written on one side of the paper. The editor reserves the right to edit and shorten them if necessary.

indeed, to be fair, the cuts that have been made, since last May have been no more severe than those made during the IMF-inspired deflation of the mid-1970s. Of course, the much larger cuts of 1975 were made under duress and

If this drift continues, problems will accumulate, tensions will increase, inefficiency will grow. As with many other areas—like for example, nationalized industries—the Government must accept a minimal obligation for the good education of higher education

the preservation of cultural standards. One does not need to be Leavisite concerned about values in mass society, or a socialist opposed to the values of materialist society to feel that more is at stake with Mrs Thatcher's Government than

By the end of the American Civil War, several generations of young scholars had been migrating to Germany to finish their studies.

have endured for a solec minority of the most talented. I two rigid layers of mass second schooling and mass undergraduate education are now grinding against each other in American education. I hope to elaborate on this problem in my next column.

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Steven Muller

Mrs Thatcher's first year

Yet an assessment of the Conservatives' first year must not end there. In spite of the prophecies

made a year ago and frequently reiterated the sky has not fallen. The university grant for next year is almost generous, and the evidence is slowly accumulating that the efforts of the

Of the 1,000 made in overseas
audience, less will not be
as they originally formed. For tech-
nicians, and colleagues have been
squeezed harder. But even here the
change has been the result of
circumstances: in capping the pool
rather than of any deliberate policy
to make savage cuts in their
income.

Indeed, to be fair, the cuts that
have been made, since last May
have been no more severe than
those made during the IMF-
inspired deflation of the mid-
1970s. Of course, the much larger
cuts in 1975 were made under
duress and the Labour Government
subsequently had to pay

changes would have facilitated the changes. It has been forgotten. Yet the curriculum is some London medical schools is very out of date. There are far too many small and barely viable departments. The curriculum is not acceptable to many students coming from each other and there are less important (for the community) and less attractive (for doctors) subjects of medicine for which little teaching provision is made in some of the schools.

It is difficult to escape the conclusion that if the structure and organization of medical schools in London was more up to date the quality of medical education they provided would be improved. It is certainly it is difficult to imagine that at some London practices and patterns could have survived in the provincial medical schools.

However, this wish is not to suggest that the development proposed by Flowers are all correct. For example, many people will doubt the wisdom of building a new organization of medical education to teach medical students in hospitals which inevitably will be on high-technology medicine. It is to suggest that Westminster should be closed rather than other schools. But any defence of Westminster must really be mounted in terms of what does survive in terms of its tradition.

The Flowers committee may have been impolitic in its enthusiasm for a prescriptive analysis and for new and unfamiliar names, but the six-school proposal is essentially right. Lord Annan may have been impolitic in his apparent refusal to give unambiguous assurances on redundancies. But these assurances were added to the case for retaining the present structure of medical education in London unchanged.

The second aspect of the reaction to the Flowers has reverberations far beyond the medical schools. Some of the objections of the Left and of the medical sector - a Verdon-style centralization seems to be growing up according to which no cuts are acceptable, however undesirable the cuts - may be of general support.

er's first year

them, while the more modest cuts made by the Conservatives have been made willingly and are unlikely to be resisted. So the prospects for the next three years are on balance as bad as they were in 1975-78. But probably no worse. Most informed observers believe that this Government has already done as much active cutting as it has the political stomach for.

The real criticism of the Conservatives' record is not that they have made cuts, but that they do not care. Higher education is very low on their list of priorities. They have nothing against it. Indeed, Dr. Boyson, who has just returned from a tour of the more prosperous countries, has few active criticisms to make. He has even

warmed to the Open University. But he and his colleagues in the end are not very interested. Higher education, like much of

social policy, has faded into the background. The Soviet Union, law and order, the unions, are what the Conservatives are really interested in.

There have been two unfortunate results for higher education. The first is that no serious educational action has been taken. A wide range of outstanding problems, which there will always be even in well-regulated sectors like higher education. It is this policy drift rather than decentralization to make the difference, which has led to the polytechnics. If this drift continues, problems will accumulate, tensions will increase, inefficiency will grow. As with many other areas—like, for example, nationalized industries—the Government must, as a minimum, bring about the good administration of higher education while it is in office.

each and every of London's technical schools, which taken together far surpass Oxford and Cambridge in their conservatism, must be defended against harm. This is the attitude has two faces. On the one hand, the German besieging V-2's, the Tories will pass—at least in 1984. Secondly, the real cause of higher public spending, the one which will finally convince them, is the fact that the public will not be convinced by the technical demonstrations that it can be used creatively and flexibly to improve the quality of our collective life. Sadly, at present, any campaign against the cuts seen as a threat to the great's social and political interests, however large, they tend to undermine this case. For Neil Kinnock, Labour's spokesman on education, has been trying to get this message across by trying to get the promise out of the cuts cut will be restored, but that he is now rewarded for his intelligence with accusations of backsliding.

The third aspect is perhaps the most worrying of all in the long run. It is the way the great's social and political difficulties—much changes in Britain. While the French build up Paris airport, in Britain where the need is manifestly far greater, we are back to square one again. The British Library, the play for the new British Library are sniped at by Hugh Thomas and his friends and so far without success, but only a small would be confident. Moreover, the great's social and political difficulties are becoming a truly immobile society and so inequality is sustained. Two important ways: the present generation believe in the great's social and political difficulties (and suffered by present generations but is not prepared to make much progress for the next generation, and the private life like London.

What are the great's social and political difficulties? conduct successful defences while the less privileged make the colleges of education suffer even more. For in the end, there is a iron law of decision making that must be followed. If decision are not taken in time, time will make them for us.

The second is that the indifference of the Government is all to the good (and correctly?) to be interpreted as philistinism or even condescension for intelligent values. This, of course, would have a deepening normalizing effect on universities, in which as institutions exist to promote such values. But far more important, it takes them away from the moral and political values and performance which Thatcher's Conservatism sees as the only ones worth promoting. To express philistinism and materialism, to place the rich society above the good society, in a way that many people far beyond the boundaries of the organs of the State deeply worry about. Equally the expressed, inhuman Day of Atonement perhaps, quite opposite value of moralistic, collectivist, service rather than self-interest.

than achievement oriented, even utopian. The TUC seemed to be placing the good (but maybe less efficient) society before the rich.

Whether the relationship between these two networks of values shows the same balance (as it was between

It is unlikely, as in 1994 and 1970, or a confrontation (as, it is, the lovely become said in 1998), it is a relationship in which education must be actively engaged. It is not simply that it is firmly part of the public sector, that it can never be quite comfortable as the R and D division of Great Britain Ltd. It is that higher education has a responsibility to the preservation of cultural standards. One does not need to be a Marxist concerned about values, mass society, or a socialist opposed to the values of materialist society to feel that more is at stake in Mrs Thatcher's Government than mere millions of public expenditure.

Steven Muller

A deep flaw in the United States educational system, so deeply buried near the core as to have long been invisible, is now becoming apparent. As the evermore intense glare of public scrutiny, provoked by the need to limit expenditures and by discontent with its merits, plays on every facet of American education, the surface of the flaw has appeared at the transition from secondary to postsecondary education.

At this transition point, two disturbing phenomena have been identified. One involves recognition that secondary school leavers are less well educated—on average—than were their predecessors several decades ago. The other concerns increasing skepticism about the purpose and virtues of the undergraduate curriculum. In most people's minds these are two separate problems, one for the schools and the other for higher education, sharply separated by the border between secondary and postsecondary education. But I perceive both as evidence of a single flaw, which can be identified only by a deep probe into the very origins of the whole structure of US education.

In its beginnings it depended on practices transplanted from Britain. There were tax supported schools for children, private preparatory schools for boys, and public schools in England to provide higher education for future professionals. Because there was initially no general expectation of higher education for those who left the tax supported public schools, private preparatory schools were founded to educate

those who did expect to gain entrance into the colleges. From the colonial period until the middle of the nineteenth century, this remained the prevailing opinion of the rulers.

As America became more industrialized, significant innovations were made. New types of collegiate institutions were established to train professionals in engineering, agriculture, and other fields. To train larger numbers of teachers for the schools. In many of the newer states of the union, state supported institutions of higher education were founded, at first to cause no private colleges existed could be created so quickly. The connection between religious denominations and the original private colleges seemed much less relevant. Expectations began to grow that graduates of the publicly supported

supported colleges. The name university became common for the evolving collegiate institutions with

By this time, however, the reform of the German universities produced

by the ideas of Wilhelm von Humboldt was attracting American attention. Very simply put, Humboldt insisted on the primacy of the liberal arts in teaching and study and the utility of teaching research. The effect was to liberate teaching and study from religious dogma, thus producing an explosion of scientific inquiry, and to emphasize research as well as teaching as the primary mission of university.

By the end of the American Civil War, several generations of young scholars had been migrated to Germany to finish their studies and the notion of the doctorate

has surely right. But from the legacy of his decision a vital flaw has emanated. Gilman envisioned at Johns Hopkins a special kind of undergraduate college and then four-year span because he thought universities ought to encourage students to move towards advanced study as rapidly as possible. He did not foresee the four major developments that produced the present system and the flaw.

First, the undergraduate college experience became more rigid rather than more flexible. In a four-year span because of the university's general policy of making the undergraduate and professional schools of the modern university sit on top of it. A whole civilization has grown up around the four-year undergraduate (residential) life span and it may be noted in passing that Gilman himself opposed both university-run undergraduate residences and intercollegiate sports.

Secondly, the academic thrust of undergraduate education has become increasingly more prevocational. This is obvious where professional undergraduate colleges exist in such fields such as engineering, teaching, business, agriculture or architecture. In the nonprofessional colleges of arts and sciences there is an equal tendency to the pre-vocational, be the studies premedical, prelegal, pregraduate, or simply preemployment. The tendency to specialize as early as and as much as possible pervades the undergraduate college years.

Thirdly, and most significant, the vast tide of democratization, egalitarianism and homogenization has flooded the American secondary education system. Nearly all young people now have required access to the first twelve years of elementary and secondary education. The change was, therefore, not the possible standard. The result instead is an uneasy compromise on standards, not at the lowest common denominator, but at the highest generally attainable level.

There is some special opportunity study for the most academically gifted beyond this level, and some remedial study for the least academically

some extent, the private preparatory schools have similarly become more accessible, and may have cited a similar accommodation in state

Fourthly, not a select minority but a slight majority of a technoleavers' movement postsecondary education. The collegiate undergraduate experience is a mass experience. There is an excess of college graduates both in terms of the employment market for specialization and in terms of accreditation. Today, the number of school-leavers and school-leavers, declining, college and university institutions designed for an ever-increasing mass intake are lower rather than raising their expectations for admission.

The deep flaw in this brief statement is that the theoretical annual years of secondary schooling and the undergraduate college years are potentially redundant.

recent years this potential redundancy has become actual for growing number of students. The responsibility for providing the

uppermost stage of a sound general basic education is not effectively or clearly allocated either to the secondary schools or the undergraduate curriculum, nor rationally

shared between them. The piecemeal reform is either a failure to recognize the problem or is doomed to continue failure until the flaw that bores them both is, at least and at last, acknowledged and addressed. Gilman's pyramid of a German state university atop a German state high school is a history school might have endured for a select minority of the most talented. It is two rigid layers of mass secondary schooling and mass undergraduate education are now grinding against each other in American education. I hope to elaborate on this problem in my next column.

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